DOCUMENT RESUME

ED 249 718 EC 170 820

TITLE Guidelines for Education of the Gifted.
INSTITUTION South Dakota State Div. of Elementary and Secondary Education, Pierre.
PUB DATE Jun 84
NOTE 288p.; Published by the Section for Special Education.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS *Educational Needs; Elementary Secondary Education; *Gifted; Individualized Education Programs; Parent Participation; *Program Development; *Program Implementation; Student Placement; *Talent
IDENTIFIERS *South Dakota

ABSTRACT

The manual presents guidelines for use by South Dakota School districts regarding planning, implementing, and evaluating services for gifted students. Relevant laws and regulations are cited, followed by a statement of educational philosophy for gifted programs. Five needs are addressed briefly: identification of the gifted population, a differentiated curriculum, staff development, parent/community involvement, and evaluation of the individual education program. Prioritized goals are listed and a section on implementation focuses on 11 areas: (1) planning, steering, coordination by local committee; (2) child find and identification; (3) screening; (4) referral; (5) evaluation; (6) placement committee; (7) development of the IEP; (8) educational options; (9) administrative/delivery system; (10) preservice and inservice staff development; and (11) parent/community involvement. A section on resources and materials lists references, including journals, organizations, and books and articles. (CL)

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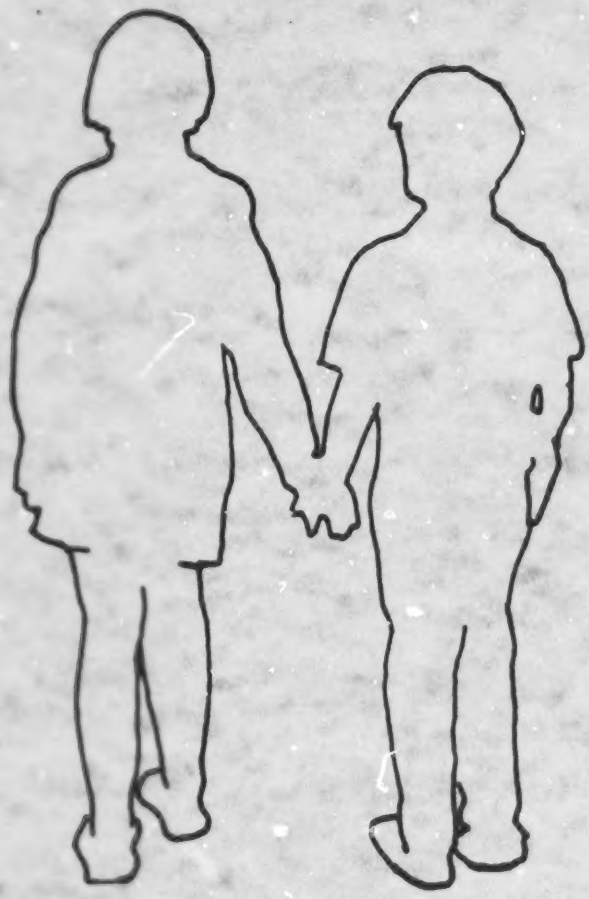
Guidelines For Education Of The Gifted



State of South Dakota
June, 1984

EC170820

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The Section for Special Education
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Acknowledgements

The South Dakota Guide for Education of the Gifted is a result of a work accomplished by a statewide task force on educational opportunities for children who display gifted behaviors. The following persons constituted the task force membership:

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Forward

This guide is commended to the local school districts of South Dakota as a model to utilize in planning, implementing, and evaluating services for children who are gifted. It is the intent of the policy making bodies and the task force that as local school districts plan, implement, and refine programs for children with exceptional abilities the ideas presented in this guide should be adopted to meet local conditions and yet assure services in compliance with South Dakota law and administrative rules. It is not intended that every school district utilize every segment of the guide. However, the contents of the guide reflect what current research and literature supports relative to the best practices for educating children who demonstrate gifted behavior

A reference for additional sources is found in the National Report On Identification: Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth. It was developed by E. Susanne Richert with James J. Alvino and Rebecca C. McDonnel and is a product of Educational Improvement Center - South located in Sewell, New Jersey 08080. The document represents the work of a large group of leading researchers and educators on the topic of screening and assessment documents, instruments, and procedures leading to the identification of students for placement in programs for the gifted. It further represents the most thorough efforts published to date on this issue. The reference is used by permission of the publisher. A copy of the document is available on a loan basis from the Section for Equal Education.

STATEMENT OF DEFINITION

It is the intent of the South Dakota State Board of Education to define its population of gifted students according to the following definition as found in the Administrative Rules of South Dakota. It is as follows:

24:05:01:01. Definitions

(12) "Gifted," students who have a demonstrated ability or potential for accomplishment that is outstanding in comparison to their peer group and whose educational needs cannot be met without modification of the regular curriculum pursuant to SDCL 13-37 and Article 24:05 of the Administrative Rules.

SOUTH DAKOTA LAW

The law of South Dakota relative to education of the gifted was passed as Senate Bill 46 by the 1981 session of the state legislature and became effective on July 1, 1981. The citation is as follows:

> SDCL 13-37-25. Gifted children - Limitations on mandated services. Mandated services for a gifted child as identified according to rules adopted by the state board of education shall be limited to grades one through twelve. Specifically excluded are transportation payments under chapter 13-37 and out-of-district placements other than services provided by a district participating in special education cooperatives as authorized by SDCL 13-37-14.2.

RULES GOVERNING EDUCATION OF THE GIFTED

Adopted June 26, 1984

24:05:01:01. Definitions
(12) "Gifted," students who have a demonstrated ability or potential for accomplishment that is outstanding in comparison to their peer group and whose educational needs cannot be met without modification of the regular curriculum pursuant to SDCL 13-37 and Article 24:05 of the Administrative Rules.

24:05:08:06 Program Standards for Education of the Gifted
A program for education of gifted students shall include the following in the current district comprehensive plan for special education:

(1) Full program services, goals, and procedures which include screening a minimum of all children above the 97th percentile in general intellectual ability or specific academic aptitude, and may include leadership ability and creative and productive thinking:

(2) Ongoing child identification and placement procedures to include:

(a) A system for identification;

(b) Multi-faceted child evaluations;

(c) Nondiscriminatory testing procedures that take into account gifted students who may be underachievers, culturally different, economically disadvantaged, or handicapped.

24:05:10:17 Funding Reimbursement
The state may reimburse a local school district for its program of education for the gifted under the allowable costs provision of § 24:05:10:13 for no more than one percent of the district's average daily membership expressed in full-time equivalents (FTEs).

24:05:07:14 Due process procedures for children in programs for the gifted.
When an impartial due process hearing is requested concerning the identification of or the provision of a free appropriate public education to a child in need of special assistance by reason of giftedness as defined in this article, a school district shall provide due process procedures which comply with 94-142.

Source: 7 SDR 6, effective August 6, 1980
General Authority: SDCL 1-45-6, 13-1-11, 13-37-1, 13-37-1.1, 13-37-1.2, 13-37-14, 13-37-14.1
Law Implemented: SDCL 13-37-1

24:02:01:09 (10) (Effective July 1, 1986). Teaching assignment outside major areas of preparation. A teacher or coordinator of K-12 gifted programs, 12 semester hours of credit including courses in the nature and needs of the gifted child, curriculum development and teaching strategies for the gifted, the nature of creativity, and practicum in the education for the gifted or six semester hours of credit and three years of experience in the education of the gifted; and

PHILOSOPHY

It is the purpose of education to provide equal opportunities for all students to develop their potential abilities to the fullest. In attempting to fulfill this purpose, it is recognized that equal educational opportunity does not mean identical educational opportunity. Appropriate educational opportunities for all students are based on the unique value and needs of the individual.

Children whose demonstrated ability and/or potential for accomplishment is outstanding in comparison with their peer group and/or total school population may require curriculum/program modification to meet their educational needs. Differentiated education opportunities must be developed and implemented in the local school system as their needs are identified.

The State Board of Education supports the belief that:

A. Gifted students are capable of high performance in one or more of the following areas:

   1. General intellectual ability,

   2. Specific academic aptitude,

   3. Creative/productive thinking, and

   4. Leadership ability.

B. Students' potential for high performance in one or more of these areas requires that school systems provide appropriate educational options (programming) to assist these children/youth in the development of their abilities.

STATEMENTS OF NEED

Given the foregoing philosophical position and the suppositions inherent in it, the following statements of need are presented. The five needs represent items which are necessary in order for a school district to initiate, develop, evaluate, monitor and continuously refine a program which will address the needs of children who display gifted behaviors. The needs are intended to address those items which are most essential to the process of providing equal educational opportunities to these children, and it is acknowledged that other related needs do exist.

The major needs are:

A. Identification of the population,

B. A differentiated curriculum,

C. Staff development,

D. Parent/community involvement,

E. Evaluation of individual educational program.

NEED I: IDENTIFICATION

The function of careful and comprehensive procedures in the identification of the gifted is to find in order to serve as many students as possible who may be in need of special programs to develop their exceptional abilities in any of the five areas of giftedness.

It is critical to recognize the four stages of the identification process: screening, referral, evaluation, and placement each with its appropriate purpose, instruments, procedures, and outcomes.

A. The major goal of the screening stage is to conduct an active search of the total school population to find a comprehensive group of students for placement into the pool of potentially gifted students. Screening may include, but not be limited to the use of group measures of ability as well as nominations by teacher, parent, peer, and self. At this initial stage, it is most crucial to avoid screening out various groups of disadvantaged students (e.g., culturally different, economically disadvantaged, underachieving, and handicapped gifted) whose exceptionality is not revealed by traditional measures of school performance.

B. The referral stage is a notification to designated local school district administrator(s) to determine the need of a child for special or prolonged assistance. The result of this stage may be an order for completion of a multi-faceted evaluation by a designated school official, nonacceptance of referral, or prior notice of placement committee meeting.

C. The evaluation stage is the collection of multi-faceted, multi-disciplinary information to assess a gifted and talented student's needs, interests, and abilities for programming purposes. This stage should be ongoing and may be required as a student progresses with the educational options provided. Evaluation instruments can be self-selected as students need certain types of interest inventories and product assessments in order to receive appropriate options.

D. The placement stage determines through a placement committee a student's need for special programming, and the services to be provided to meet those needs, interests, and abilities recognized by evaluation. If a need is determined, the result of this stage should be an effective match of student needs, interests, and abilities with a variety of academic and affective program resources in a differentiated curriculum on an Individual Educational Program.

The objective of the identification process is not to determine who is more or less gifted, but to clarify who has greater needs, and where these may best be met.

NEED II: DIFFERENTIATED CURRICULUM

Gifted students demonstrate a need for differentiated curriculum built on strengths of the individual student while educating the total person in both the cognitive and affective domains. These students require alternatives in curriculum as opposed to more of the same regular classroom activities or additions to regular classwork.

For maximum development of higher level thinking skills in the cognitive domain, gifted children need learning activities that are at an appropriate pace and level of experience, which are sequential in nature and accomplished in varying stages. Gifted children must develop convergent and divergent thinking skills as components of creative and productive thought. Further, access to a large body of information on diverse topics must be provided for gifted students to foster self-direction, task commitment and independent learning. Gifted children do not exist in isolation, therefore programming must include affective development as well. Gifted children require experiences within both heterogeneous and homogeneous groupings to foster appreciation of uniqueness of all individuals. Heterogenous experiences build positive interpersonal relationships and help the gifted integrate themselves into their environment, while homogenous experiences promote the development of self-awareness and acceptance of abilities.

Differentiated curriculum for gifted students must demonstrate a balance between the cognitive and affective domains which lead to a productive outcome of self and/or society. These varied experiences will assist gifted students in actualizing their potential and fulfilling the goal of lifelong learning.

NEED III: STAFF DEVELOPMENT

The need of the gifted student for a differentiated curriculum requires changes in attitudes, knowledge, and skills of school staff. These changes necessitate pre-service and in-service for training, certification, or re-certification of all professional staff, including administrators, regular classroom teachers, and special education teachers. Annual program assessment is mandatory to assure that program needs are being met by staff.

NEED IV: PARENT/COMMUNITY INVOLVEMENT

Parental involvement in the special education of the gifted child should begin early, starting after the initial screening that indicates a child may have a special need and continuing throughout the Individual Educational Program writing and the child's susbequent schooling. The responsibility of the parent to remain involved continues after identification as the parents of the gifted child work as partners with the school in realizing the child's potential and helping him or her fulfill his or her dreams. Nurturing the giftedness of the child is a parental responsibility in the home where parents should carry out complementary activities to supplement and facilitate the services offered at school.

NEED V: EVALUATION OF INDIVIDUAL EDUCATIONAL PROGRAM

In order to insure proper programming for a gifted student receiving education services, the Individual Educational Program must reflect the student's needs as determined by the information gained during the multi-faceted evaluation process. This Individual Educational Program must be evaluated annually (at a minimum) to insure its appropriateness to the student's needs and interests.

PRIORITIZED GOALS

The prioritized goals for the South Dakota State Board of Education and the local school districts are as follows:

A. To provide early and continuous identification of all gifted children (grades 1-12) including screening, referral, evaluation, and placement.

B. To provide a base for developing differentiated curriculum for the education of gifted children.

C. To implement the Least Restrictive Environment concept in educational programs for the gifted.

D. To outline clearly the State Education Agency/Local Education Agency responsibilities for the education of gifted students.

E. To provide a base for preparing all educational staff (including counselors, librarians, and media or computer specialists) in the education of the gifted.

F. To provide early and continuous evaluation for the Individual Educational Program of gifted children.

G. To inform parents and communities of the need for free appropriate educational programs for gifted children.

The prioritized goals are based upon the previously stated philosophy and needs statements. They represent the broad scope of what is necessary to provide all children with appropriate educational options. The sections which follow are designed to provide local school districts with ideas and models through which the goals may be addressed in an effective manner for students.

PROGRAM IMPLEMENTATION

The implementation section of the guide is designed as a step-by-step outline of what a local school district should consider and accommodate in implementing a program for the gifted. The eleven subsections of this section represent the major items which must be addressed in constructing an effective program. The examples found in the appendices are cited to support and clarify the narrative sections.

PLANNING, STEERING, COORDINATION BY LOCAL COMMITTEE

Planning and information sharing (inservice/staff development/community awareness) are essential in establishing a sound base for a program for gifted. Like students, each school district has unique needs, and therefore, no one way to initiate a program is appropriate for all. The following strategies and components of program development have been found essential in establishing quality, defensible programs for gifted students. Careful and thorough planning with effective information sharing will provide a school district with a strong foundation on which to build and maintain a program for gifted students.

A. Board of Education or its designee should first select a person to serve as coordinator of planning stage. This may be someone already on staff, such as a principal, special education director, teacher, or qualified parent with experience.

   1. This person should demonstrate strong:

      a. background in education of the gifted or be willing to receive training in education of gifted,

      b. public relations skills,

      c. organizational skills,

      d. communication skills,

      e. be recognized and accepted by colleagues as a leader and outstanding professional.

   2. The school district must define a job description including:

      a. responsibilities,

      b. time allocation,

      c. continuous training provisions.

      This process may require input from the planner/coordinator in initially establishing a job description.

B. The Board of Education or its designee (i.e., coordinator of planning stage) should form a planning committee.

   1. The benefits of having such a group include but are not limited to:

      a. advisory: providing input and feedback,

      b. support: allowing "ownership" by school and community,

c. liaison: among administration, students, parents, and community throughout the planning, implementation, and evaluation of the program.

2. The size of the group depends on the size of the district. Ten to twelve individuals are usually a manageable number. Recommended members include:

   a. parents of gifted students (elementary and secondary),

   b. parents of regular classroom students,

   c. teachers (elementary, secondary, and special education),

   d. administrators (elementary, secondary, and special education),

   e. community (consider individual without children and community education representative),

   f. counselor,

   g. students (elementary and secondary), and

   h. Board of Education (optional-depending on district policy)

3. The members representing all constituencies must:

   a. be willing to devote the necessary time,

   b. have a knowledge and concern for gifted students,

   c. have the ability to work with a group towards group goals, and

   d. have the ability to objectively evaluate developmental plans.

   A pool of interested/concerned individuals can be established from which to draw as the need arises for substitutes or new members.

   One meeting a month should be a maximum for the group as a whole. Subcommittees might meet more frequently.

   The committee should continue throughout the life of the program. The composition and focus may change after planning is completed.

   Members should be given the option of withdrawing or continuing membership once a year. A replacement who represents the same area (teacher, parent, counselor, etc.) should be selected to fill the position during the planning phase. If a pool of interested/concerned persons has been established, the person may be drawn from that group.

C. The district's coordinator and planning committee will perform the following duties:

1. Visit and study existing programs possibly accompanied by committee members. A sample visitation form is found in Appendix A.

2. Survey the literature, collect materials, and establish a resource library.

3. Plan and conduct a comprehensive assessment of the district's needs and resources available for education of the gifted.

   Information sharing (inservice/staff development/community awareness) should be provided prior to, throughout, and following the assessment. At this point an authority on education of the gifted should be brought in to provide information for school and community. State law and guidelines should be shared and explored.

   The advisory committee and other interested/concerned persons may be included in developing and conducting the assessment.

   The size of the district will determine how long the assessment will take. One semester is usually sufficient for conducting an assessment of the district's needs and resources.

   The assessment of the district's needs and resources may include but not be limited to:

   -personnel needs (attitudes, training, assistance, etc.)

   -statistics and data available or needed,

   -testing program/instruments used and needed,

   -assessment instruments available or needed,

   -resources available in the community and school and those needed,

   -physical facilities,

   -unique learning needs of possible candidates for the program,

   -geographic and demographic considerations,

   A sample needs assessment form is found in Appendix A.

4. Meet with each building principal.

5. Develop a resource bank of school and community persons willing to assist in providing for the needs of gifted students. A sample resource bank questionnaire is found in Appendix A.

D. The coordinator will develop a written proposal for a program to be approved by the superintendent and board of education which includes:

1. A philosophy for education of gifted which focuses the district's concerns and purpose in developing programming for gifted. Samples of philosophy statements and other items necessary to the program are found in Appendix A.

2. Goals and objectives based upon the philosophy statement.

   These are overall long and short term objectives for the district which will be the basis for evaluation.

3. A definition of education for the gifted student based on the state guidelines.

4. Identification procedures based on state guidelines including screening, referral, evaluation, and placement.

5. Educational options and program model(s) suitable for the district. (See "Types of Educational Options Suitable for Gifted" Section.)

6. Content/curriculum offerings assuring that the curriculum is differentiated to provide for the individual and group needs in both affective and cognitive areas.

7. Recommendations for appropriate grade levels to start development of the program, with recommendations for phasing in all grade levels.

8. The number of students to be served per teacher.

9. The frequency and length of sessions to be provided identified gifted students.

10. Individual educational program forms. Sample individual educational plans are found in Appendix C.

11. Provisions for facilities.

12. Provisions for personnel employment and designation. Personnel to implement and coordinate district programs must be hired with job description written.

13. Provisions for materials and equipment.

14. Transportation considerations.

15. Professional staff involvement.

Meet with all teachers.

-Make introductions as necessary,

-Request input for development and resources (human and material),

-Inform as to district plan to date,

-Solicit support,

-Establish their roles and responsibilities in program.

16. Parent/community involvement.

    Plan and direct information sharing (inservice/staff development/community awareness).

    Information sharing must be continuous beginning with the needs and characteristics through programming for those needs. State law and guidelines must be shared.

    Information sharing should be directed at all persons in the school and community. Sessions for teachers, parents, students, board of education, and the community will help to insure that all are aware of similar needs and concerns.

    Recognized authorities should be called in periodically to provide information.

17. Provisions for information sharing (inservice/staff development/community awareness).

18. Provisions for accountability of all persons responsible.

19. Budgetary considerations.

20. A plan for evaluation.

    This must be a continuous process based on established goals and objectives.

    In developing an evaluation plan one must:

    -decide what must be known,

    -explore different methods of getting the information,

    -use appropriate existing instruments and develop instruments for specific information desired by the district,

    -collect and analyze the information,

    -write a report interpreting the data, and

-continue effective practices and make modifications as deemed necessary by the report,

21. A timeline for development, implementation, and evaluation.

E. Following approval and revision of the written plan as deemed necessary by the superintendent and board of education, the coordinator of planning stage may move into the role of program coordinator. The planning committee should phase into a steering committee/support group focusing on continuous development, information sharing, and evaluation of the program.

NEED I: CHILD FIND AND IDENTIFICATION

Child identification is the process of screening, observing, referring, evaluating and appropriately programming for children in need of special assistance as gifted students. The objective of the identification of gifted students is to find in order to serve as many students as possible whose needs require special programs in order for them to develop their exceptional abilities in any of the five areas of giftedness to their fullest potential.

Children who may be gifted, in public and non-public schools, and who are not receiving services shall be located by public school districts through "child find" activities. These activities are an ongoing public search for children. A well designed child find system allows the school district to plan for the future. It also permits the identification of gifted children as early as is practical.

A school district's child find activities may be as simple as placing small yearly notices in the newspapers or as complex as a year round elaborate network of contacts within the community.

Conducting a Child Find Project:

The key ingredients to a successful child find project are a supportive school administration and a person who can communicate well with individuals and groups in the community. A school district beginning a child find project should take these steps:

A. Superintendent, or designee (project coordinator): reviews state laws and administrative rules and develops recommendations which reflect local needs.

B. Superintendent designates person(s) to: determine the number of children receiving services; estimate the number of unserved children based on state and national incidence rates; and outline a plan for conducting child find activities.

C. Superintendent or designee makes a report available to the school board and seeks its:

   1. approval to conduct the child find project, and

   2. commitment to implement services for children found.

D. Personnel are designated to: coordinate the project (including awareness campaign); to handle referrals for further evaluation; provide follow-up; and to talk with parent(s).

E. Staff members are designated to develop an identification materials package which should include:

1. Child find announcement - may be a poster, news release, radio or television spot to include:

   -statement of district's commitment to serve gifted children

   -request for referrals

   -name, address, and telephone number of child find coordinator

   -list of services available with a brief description of each

   -information about who may be referred

   -assurance of due process and confidentiality;

2. Referral forms;

3. Parent Permission for further evaluation forms;

4. Due process checklist for parents, examiner and other school personnel.

F. Public announcement of the child find project is made and information is distributed to local agencies, parent groups, school, etc.

G. Interviews, screenings, observations and referrals for multi-faceted evaluations are conducted as children are found.

Public Information Announcement for Child Find Activities:

The child find project should include some public information activities. One does not have to be a journalism major to put together a story that will see its way into print or on the air. All it takes is advanced planning and some communication with persons involved with newspaper, radio, and television.

NEWSPAPERS

Most adults spend at least 20 minutes each day scanning a newspaper. This medium can be an effective way to reach them. The major advantage of a newspaper article is its permanency. It can be referred to and used again. Another advantage is space. There is room for detailed explanations.

The basic method of obtaining coverage is to submit a news release to the editor of the paper well in advance of the day. (See sample news release in Appendix B-1.) The most important consideration in any release, however, is that it must state who, what, where, when, and why. It is a good idea to hand carry the release to the newspaper editor.

The most important components of the news story are stated first. Less important information is listed in descending order of importance.

There are five other types of newspaper coverage that may serve as documentation for child find identification. They are as follows:

A. News - Simple, factual, pertinent details of the news no later than the day it happens.

B. Feature story - Feature articles appear in all sections of the paper.

C. Editorials - Supply background information and statements on your position.

D. Columns - An organization may offer a regular weekly or monthly column.

E. Letters to the editor.

Child find newspaper articles should include the following information:

A. Statement of the district's responsibility and commitment to educate all gifted children.

B. Statement of how parents or concerned persons may make referrals.

C. Name, address, and phone number of administrator to whom referrals may be made.

D. A description of the program for gifted children.

E. A statement that an individualized program will be developed to meet the edcuational needs of the child.

F. Information on characteristics of children who may be gifted.

G. Information on due process and parental rights.

H. Statement informing parents of confidentiality procedures.

RADIO AND TELEVISION

There are basically three ways to access radio or television. They are:

A. The news broadcast,

B. Locally produced community talk shows; and

C. Public service announcements.

For straight news coverage, a well prepared press release will be sufficient. Television and radio stations are just as receptive to in-depth features. Consider mailing a fact sheet with a cover letter to the news director and follow up with a phone call to discuss coverage.

In some areas, there are locally produced community talk shows. First, call the station and find out to whom the letter should be directed for an appearance on the talk show. Follow up the letter with a phone call to discuss the idea.

A third possibility is the public service announcement. Each station has its own policies regarding public service announcements. It is best to call the station, ask for the public service director, and find out what procedures should be followed in getting the announcement on the air. For radio, these time spots should be simple, informal, and brief. (See sample radio spot form in Appendix B-2.) Timed spot announcements for radio and television run 15 seconds (15 words), 30 seconds (60 words), or 60 seconds (120 words). Television spots must be backed up by slides. Simple slides taken with a 35 mm camera can often be used on television. Work out details with the station manager or program director. Be sure to indicate dates the spots should be used.

Make an effort to know the media in the local area. Share the problem. Ask for help.

SPEECHES OR INFORMAL DISCUSSIONS

Face to face contact is one of the best ways to inform the public. Questions and concerns can be dealt with immediately. Following are some target groups which could be contacted:

A. School administrators, staff and teachers,

B. Public school students,

C. Parents and guardians of children who may be gifted,

D. Relatives and guardians of children who may be gifted,

E. Members of civic organizations and other groups interested in education,

F. Local news media representatives,

G. School board members,

H. Private groups of parents and others concerned with quality education, and

I. Any interested person or agency who is in contact with children may contribute to the effort or make referrals. Remember to contact service clubs, parent groups, churches, etc.

A major caution for identification is to distinguish the various stages in the process: screening, referral, evaluation, and placement, each with its appropriate purpose, instruments, procedures, and outcomes. The following flow diagram (A) p. 22 illustrates how these several stages are integrated and related sequentially.

Other precautionary considerations must also be addressed by school districts when establishing identification procedures.

A. Schools need to draft their own district policy concerning goals and objectives for their program for serving gifted students. This can best be accomplished through the establishment of a planning committee composed of district and community personnel.

B. If staff involved in the identification are not trained in identification or do not understand the principles therein, then biases and improper practices are inevitable results. In-service and staff development training may be required for the district planning committee as well as for special and regular district staff.

C. The educational purpose for identification is to provide an appropriate education, rather than to label or to categorize. Teachers, parents, and students alike must understand that being placed into a program option is indicative of need, not of superiority or of status, and that no one can be labeled as "nongifted". Given the state of the art for identification of gifted students, ethics would require that if there are to be errors in identification, they should be in the generous direction of over-inclusion, rather than of erroneous exclusion.

D. No test or instrument should be used until its appropriateness has been determined. When determining the appropriateness of any test or instrument, several factors must be considered, including:
   1. the various categories of giftedness,
   2. various age levels,
   3. disadvantaged sub-populations (the culturally different, economically disadvantaged, the underachiever, and the handicapped gifted) and
   4. the four separate stages in the identification process.

   See chart (B) p. 24 for a practical listing of instruments and tests which appear useful in both screening and evaluation stages of the identification process.

E. Resource limitations should not distort identification by prematurely limiting the identification criteria. For example, just because a district currently offers only Junior Great Books, they may look only for high achievers in reading. The result of this practice would be to screen out all other potentially gifted students because their abilities are unrelated to a particular available resource. Resources become relevant only at the third and fourth stages of identification (evaluation and placement) when students' needs are matched with the resources.

F. Another problem related to the preceding is when data from the identification process is not used to develop the options and curricula that should be related to student needs. For example, students may be identified for general intellectual ability, but they may be placed in accelerated math or reading programs without regard to their specific individual abilities and interests. The entire purpose of the identification process should be to match students needs, interests, and abilities with appropriate program options.

FLOW DIAGRAM A

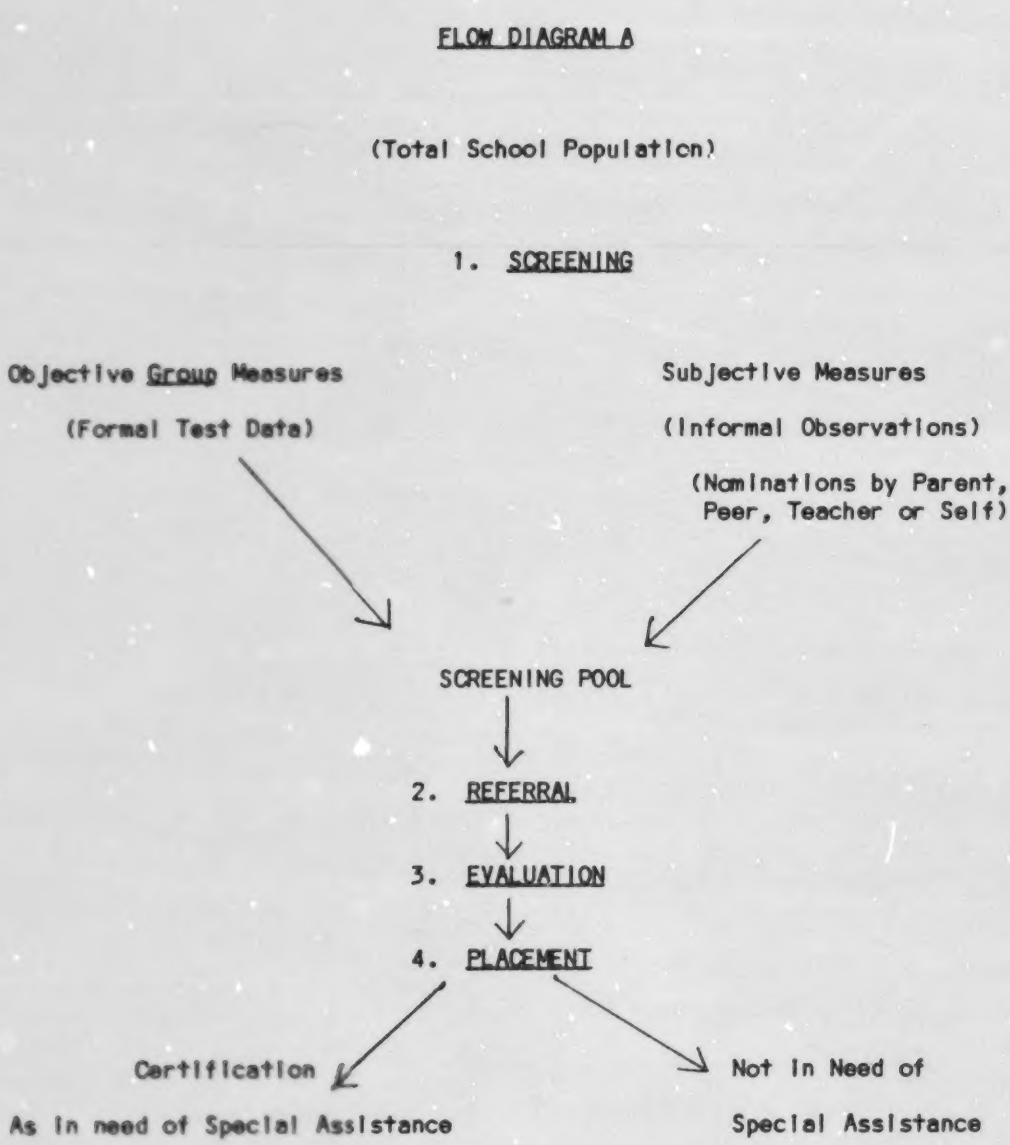

Chart B

Alphabetical Listing of Instruments and Recommendations for use

INSTRUMENT	CATEGORY					POPULATION		AGE				ID STAGE	
	GENERAL INTELLECTUAL	SPECIFIC ACADEMIC APTITUDE	CREATIVITY	LEADERSHIP	VISUAL OR PERFORMING ARTS	ADVANTAGED	DISADVANTAGED	EARLY CHILDHOOD	GRADES 4-8	HIGH SCHOOL TO ADULT	K-12	SCREENING	EVALUATION
A.S.S.E.T.S.	+	+	+		+	+		+	+			+	+
Barron-Welsh Art Scale					+	+		+	+	+	+	+	
Biographical Inventory - Form U		+	+	+	+	+			+	+			+
California Achievement Tests		+				+					+	+	+
California Psychological Inventory						+			+	+		+	
Cartoon Conservation Scales	+						+	+	+			+	+
Cattell Culture Fair Intelligence Series	+						+	+	+			+	
CIRCUS	+	+				+	+	+				+	+
Cognitive Abilities Test	+					+		+	+	+		+	+
Columbia Mental Maturity Scale	+					+	+	+	+			+	
Comprehensive Tests of Basic Skills		+				+					+	+	+
Cornell Critical Thinking Tests						+				+			+

	CATEGORY					POPULATION		AGE				ID STAGE	
	GENERAL INTELLECTUAL	SPECIFIC ACADEMIC APTITUDE	CREATIVITY	LEADERSHIP	VISUAL OR PERFORMING ARTS	ADVANTAGED	DISADVANTAGED	EARLY CHILDHOOD	GRADES 4-8	HIGH SCHOOL TO ADULT	K-12	SCREENING	EVALUATION
Creativity Assessment Packet			+			+		+	+	+			+
Design Judgment Test					+	+			+	+		+	
Differential Aptitude Tests	+	+				+			+	+			+
Early School Personality Questionnaire						+	+		+				+
Torrance Checklist of Creative Positives													
Gifted and Talented Screening Form	+	+	+	+	+	+		+	+	+		+	
Goodenough-Harris Drawing Test	+					+	+	+	+	+		+	
Group Inventory for Finding Creative Talent (G.I.F.T.)			+			+		+	+			+	+
Group Inventory for Finding Interests (G.I.F.F.I.)			+			+				+		+	+
Guilford-Holley L. Inventory						+				+			+

	CATEGORY					POPULATION		AGE				ID STAGE	
	GENERAL INTELLECTUAL	SPECIFIC ACADEMIC APTITUDE	CREATIVITY	LEADERSHIP	VISUAL OR PERFORMING ARTS	ADVANTAGED	DISADVANTAGED	EARLY CHILDHOOD	GRADES 4-8	HIGH SCHOOL TO ADULT	K-12	SCREENING	EVALUATION
Guilford-Zimmerman Aptitude Survey	+					+				+			+
Henmon-Nelson Tests of Mental Ability	+	+				+					+	+	+
High School Personality Questionnaire						+			+	+			+
Horn Art Aptitude Inventory					+	+	+			+		+	
Iowa Tests of Basic Skills		+				+		+	+	+		+	+
Khatena-Torrance Creative Perception Inventory			+			+			+	+		+	+
Lorge-Thorndike Intelligence Tests	+					+		+	+	+		+	
Meier Art Judgment Tests					+	+			+	+		+	
Metropolitan Achievement Tests		+				+						+	+
Multi-Dimensional Screening Device	+	+	+	+	+	+						+	
Musical Aptitude Profile					+	+	+		+	+	+	+	+
Otis-Lennon Mental Ability Test	+					+					+	+	

	CATEGORY					POPULATION		AGE				ID STAGE	
	GENERAL INTELLECTUAL	SPECIFIC ACADEMIC APTITUDE	CREATIVITY	LEADERSHIP	VISUAL OR PERFORMING ARTS	ADVANTAGED	DISADVANTAGED	EARLY CHILDHOOD	GRADES 4-8	HIGH SCHOOL TO ADULT	K-12	SCREENING	EVALUATION
Peabody Individual Achievement Test		+				+					+		+
Pennsylvania Assessment of Creative Tendency			+			+			+	+			+
Piers-Harris Children's Self-Concept Scale						+			+	+			+
Preschool Talent Checklist	+	+	+	+	+	+	+	+				+	
Primary Measure of Music Audiation				+	+	+	+					+	
Progessive Matrices - Advanced	+						+			+		+	
Progressive Matrices - Standard	+						+					+	
Remote Associates Test						+			+			+	+
Ross Test of Higher Cognitive Processes	+					+			+				+
Scales for Rating Behavioral Characteristics of Superior Students	+		+	+	+	+	+				+		+
Seashore Measure of Musical Talents					+	+	+		+	+			+

	CATEGORY					POPULATION		AGE				ID STAGE	
	GENERAL INTELLECTUAL	SPECIFIC ACADEMIC APTITUDE	CREATIVITY	LEADERSHIP	VISUAL OR PERFORMING ARTS	ADVANTAGED	DISADVANTAGED	EARLY CHILDHOOD	GRADES 4-8	HIGH SCHOOL TO ADULT	K-12	SCREENING	EVALUATION
The Self-Concept and Motivation Inventory (SCAMIN)						+	+	+	+	+			+
Sequential Tests of Educational Progress (STEP)		+				+		+	+	+			+
Short Form Test of Academic Aptitude	+	+				+		+	+	+		+	
Slosson Intelligence Test	+					+		+	+	+		+	
SOI Gifted Screening Form		+	+			+	+	+	+	+		+	+
SOI Learning Abilities Test		+	+			+	+	+	+	+		+	+
SRA Achievement Series		+				+					+	+	+
Stallings' Environmentally Based Screen	+						+	+				+	
Stanford Achievement Test		+				+		+	+	+		+	+
Stanford-Binet Intelligence Scale	+					+		+	+	+			+
System of Multicultural Pluralistic Assessment (SOMPA)	+						+	+					+

	CATEGORY					POPULATION		AGE				ID STAGE	
	GENERAL INTELLECTUAL	SPECIFIC ACADEMIC APTITUDE	CREATIVITY	LEADERSHIP	VISUAL OR PERFORMING ARTS	ADVANTAGED	DISADVANTAGED	EARLY CHILDHOOD	GRADES 4-8	HIGH SCHOOL TO ADULT	K-12	SCREENING	EVALUATION
Tenessee Self-Concept Scale						+			+	+			+
Test of Creative Potential			+			+		+	+			+	+
Tests of Achievement and Proficiency		+				+						+	+
Thinking Creativity with Sounds and Words			+			+		+	+	+			+
Torrance Tests of Creative Thinking			+			+					+	+	+
Vane Kindergarten Test	+	+				+						+	+
Watson-Glaser Critical Thinking Appraisal	+					+			+	+		+	+
Wechsler Intelligence Scale for Children Revised (WISC-R)	+					+		+	+	+			+
Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	+					+		+					+

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STAGE ONE: SCREENING

A comprehensive screening system could be described as all the activities that are implemented to gather appropriate data on the greatest number of target children for inclusion in a screening pool of potentially gifted students. Identifying a child through screening does not necessarily mean that the child is in need of special assistance. Instead, it means that child is in need of further evaluation.

Each school district should designate an individual or group of individuals to oversee and coordinate the screening activities. Screening activities may include but not be limited to the use of group measures of ability as well as nominations by teacher, parent, peer, or self.

In selecting appropriate screening activities, it is crucial to avoid screening out various groups of disadvantaged students whose exceptionalities are not revealed by traditional measures of school performance. In order to avoid this bias, districts should select screening activities that go beyond academic achievement measures and standarized tests. Several unbiased procedures that will find abilities not revealed by measures of academic achievement (such as checklists, self-nominations, student product evaluations, and past performance) should be used to complement standardized test data.

Parents, students, and community members should be made aware of characteristics of the gifted and the nature of the district program options, so that each can nominate candidates for the screening pool. The following diagram (C) p. 31 of the screening stage recapitulates the various ways in which students can be nominated for the screening pool. Matrix (D) p. 32 further delineates the range of practices by type of disadvantage and category of giftedness for which various screening procedures are appropriate.

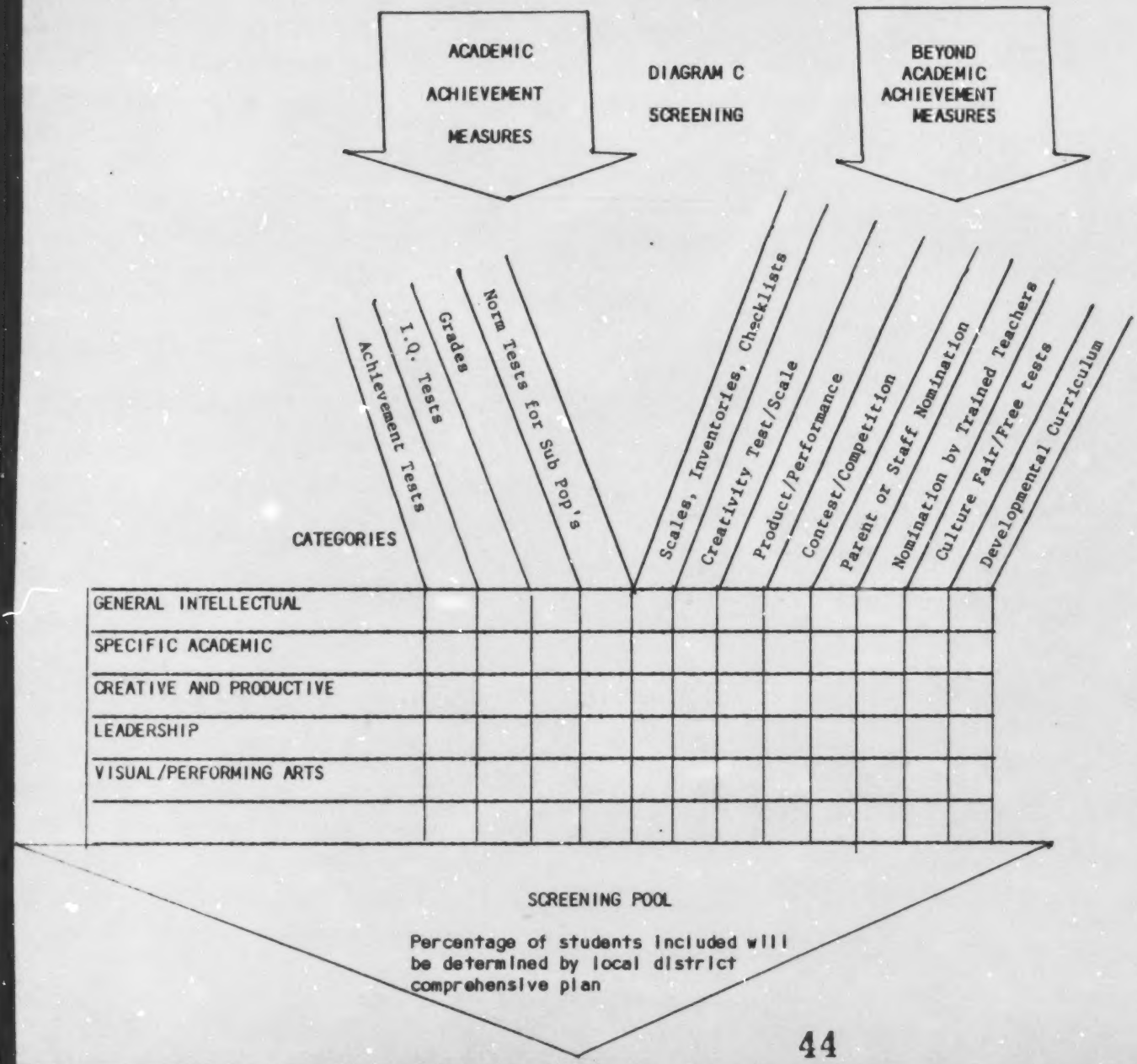
If both academic and non-academic practices are effectively used, the outcome of the screening procedures should be an unbiased and comprehensive screening pool, which will include about the same proportion of economically or culturally disadvantaged as are in the total school population, and of students in all of the categories of giftedness.

The screening pool can then be expected to include almost all of the students who are exceptional, or who have the potential to be gifted. The screening pool must include at a minimum all children above the 97th percentile in general intellectual ability or specific academic aptitude and may include leadership ability and creative and productive thinking.

To allow for the unique characteristics among different school districts, the use of <u>local</u> norms rather than national norms is suggested when scoring and interpreting the screening activities.

Suggestions for conducting a district-wide screening can be found in the <u>South Dakota Administrative Handbook for Special Education</u> under the section entitled "Child Identification" and the <u>Special Education Resource Guide</u>.

However, it is recommended that screening for potentially gifted students be conducted separately from the screening activities to locate children with other types of handicapping conditions. This will allow for thorough screening in an attempt to find the disadvantaged students, such as the "culturally different", "economically deprived", "underachievers", and "handicapped gifted."


ACADEMIC ACHIEVEMENT MEASURES
DIAGRAM C
SCREENING
BEYOND ACADEMIC ACHIEVEMENT MEASURES
CATEGORIES
Achievement Tests
I.Q. Tests
Grades
Norm Tests for Sub Pop's
Scales, Inventories, Checklists
Creativity Test/Scale
Product/Performance
Contest/Competition
Parent or Staff Nomination
Nomination by Trained Teachers
Culture Fair/Free tests
Developmental Curriculum
GENERAL INTELLECTUAL
SPECIFIC ACADEMIC
CREATIVE AND PRODUCTIVE
LEADERSHIP
VISUAL/PERFORMING ARTS
SCREENING POOL
Percentage of students included will be determined by local district comprehensive plan

MATRIX D For Identifying the Disadvantaged Gifted

GROUPS DISADVANTAGED IN IDENTIFICATION: / PROMISING PRACTICES	INVENTORIES/ CHECKLISTS	INFORMATION FROM STUDENTS	INTERVIEWS	BIOGRAPH. DATA/ CASE STUDIES	PERFORMANCE EVALUATION	PRODUCT EVALUATION	NORMING FOR SUBPOPULATION	CULTURE FAIR TESTS	LANGUAGE - SPECIFIC TESTS	I.Q. TESTS	INSTRUMENTAL ENRICHMENT	DEVELOPMENTAL CURRICULUM
*Environmentally Disadvantaged:												
- The Poor	+	+	+	+	+	+	+	+	+	+	+	+
- Minority Race/Culture	+	+	+	+	+	+	+	+	+	+	+	+
- Rural/Urban	+	+	+	+	+	+	+	+	+	+	+	+
- English as Second Language	+	+	+	+	+	+	+	+	+	+	+	+
- Females	+	+	+	+	+	+	+	+	+	+	+	+
*Disadvantaged by Kind of Giftedness												
- Creative	+	+	+	+	+	+						+
- Exceptionally Intellectually	+	+	+	+				+			+	+
- Visual/Performing Arts	+	+	+	+	+	+						+
- Psychosocial/Leadership	+	+	+	+	+							+
- Psychosocial/Human Relations	+	+	+	+	+							+
*Other Disadvantages:												
- Underachievement	+	+	+	+				+	+	+	+	+
- Physical Handicaps	+	+	+	+							+	+
- Learning Disabilities	+	+	+	+							+	+
- Emotional Problems	+	+	+	+							+	+

STAGE TWO: REFERRAL

The referral stage is a written notification to designated local school district administrators. This written notification may come from established screening procedures and nominations from parents, teachers, administrators, peers, self, or other community persons. A standard locally developed referral will indicate that a student displays characteristics of giftedness and should be moved to the evaluation stage.

Local school district procedures shall be followed in completing the referral stage. The steps must include provision for a multi-faceted evaluation within 30 calendar days of receipt of the written referral form. It is recommended that appropriate school district personnel contact the parent(s) immediately upon receipt of the written referral to explain the reason for the referral and inform parents of their due process rights. The placement committee chairperson will be designated at this point in the identification process.

Referral forms may have varying components but most include the following:

A. Name of child

B. Birthdate

C. Name of parent/guardian

D. Residence/address

E. Telephone number of parent/guardian

F. Present grade

G. Building

H. Levels of Performance including strengths/weaknesses

I. Strategies the teacher has used to try to promote gifted behavior.

J. Behaviors observed in the classroom.

K. Information regarding previous testing/evaluation.

L. Teachers

M. Reason for referral

N. Date of referral

O. Date of parental contact

See Appendix B for suggested forms which comply with these components.

STAGE THREE: EVALUATION

Evaluation is the process of collecting and analyzing psychological, medical, therapeutical, or educational information for a child after referral in order to determine an appropriate educational program for the child through a placement committee. Measures used during evaluations are to be individual assessments rather than the group tests used in screening. (See Chart (B) p. 24 for measures recommended specifically for the evaluation stage).

The Administrative Handbook for Special Education states that evaluation must include:

A. "Multi-disciplinary team of evaluators" means the child's regular teacher or a qualified teacher to teach a child of his or her age and at least one other person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech/language pathologist or remedial reading teacher.

B. "Multi-faceted evaluation" may include, but is not limited to, a collection of psychological, medical, educational, and therapeutical diagnoses and recommendations for a child after referral, conducted by two or more evaluators, as designated in administrative Rule 24:05:08:02, and submitted to the placement committee to determine an appropriate individual educational program for the child.

CHILD EVALUATION PROCEDURES

A. Identify and screen child. (See child identification section)

B. Refer child for multi-faceted evaluation. (see referral section)

C. Collect information concerning the child. Information pertaining to the child's reinforcement style, learning style(s), interest areas, language skills and preferences, mode of communication, primary language and interpersonal skills; and behavioral patterns between the child, his/her family, and his/her peers will be considered.

D. Determine need for further evaluation. (See placement committee section)

E. Obtain permission for evaluation. In accordance with the confidentiality procedures established by the state of South Dakota, in accordance with the 1974 Family Education Rights and Privacy Act, and Public Law 94-142 (Education for all Handicapped Children's Act), the following procedures are used:

1. Written parent permission must be obtained before any evaluation(s) are completed (such as psychological, speech and hearing, individual

achievement or other evaluations). A Sample Parent Permission for Evaluation form is found in Appendix B.

2. Parent(s) must be notified in their primary language or mode of communication of:

   a. The proposed interview or evaluation;

   b. The reason for referral and the type(s) of evaluation instruments to be used;

   c. The right to refuse or to permit the evaluation (with the understanding that the LEA may request a hearing to present its reasons for obtaining approval to conduct the evaluation(s));

   d. The right to review all relevant records and to be fully informed of the results of the evaluation(s); and

   e. A declaration that the child's educational status will not be changed without the knowledge and written approval of the parent(s). Should the parent(s) fail to respond to the school's request for an evaluation, the school district may proceed with the evaluation(s), provided they have made every effort to obtain parent permission and have this documented through registered letter(s), telephone receipt(s), etc.

3. All procedural safeguards and due process rights necessary to the evaluation process must be included. The Special Education Resource Guide provides the details required for compliance in these areas. Appendix B contains some sample statements of parental rights.

F. Secure qualified and certified evaluator. Certified personnel, as stated in South Dakota Rules for Special Education, Article 24:05:08:02, must administer all tests or other evaluations. The local school district should be able to provide some background information about the child to the evaluator prior to the evaluation, i.e.:

   1. Why the student was referred for further evaluation;

   2. What is the child's primary language, if other then English; and

   3. If the student has a handicap that may limit his/her understanding or ability to respond to the evaluation.

G. Select and Administer Test. The child must be familiarized with all aspects of the testing procedures and rapport must be established before any test is administered. Evaluation materials or instruments used in the evaluation must:

   1. Be administered in accordance with the instructions provided by the publisher;

   2. Be as free as possible from cultural and linguistic bias;

3. Be chosen to maximize the child's opportunities to be successful in the predominant culture;

4. Be interpreted in the context of the child's mode of communication and sociocultural background;

5. Yield information which accurately reflects the factor(s) the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills except where those skills are the factors which the test purports to measure.

6. Assess specific areas of education and not merely those areas which are designated to provide a general intelligence quotient, and take into account gifted students who may be underachievers, culturally different, economically disadvantaged, or handicapped.

7. Be administered by administrators or interpreters who possess language skills and sufficient awareness of the cultural differences in order to communicate instructions effectively and to understand verbal and non-verbal responses of the child. If the parent(s), the administrator, or other placement committee members disagree about the appropriateness of the evaluation(s) or the need for further evaluation(s), then a request may be submitted to the superintendent. If an agreement cannot be reached, refer to procedural safeguards provisions.

H. Interpret Test Data.

1. A written report submitted to the placement committee by a multi-disciplinary team of evaluators is a recommended process for each child evaluated. A multi-disciplinary team written report form is found in Appendix B.

2. The report should contain information concerning:

   a. The child's level of achievement;

   b. Observation data;

   c. Medical information, if relevant; and

   d. A statement noting implications of need and recommendations for programming.

3. The multi-disciplinary team of evaluators should report to the placement committee that:

   a. The evaluation instrument administered sampled the child's cultural group;

   b. The evaluation instrument contained illustrations or vocabulary that would not be misleading or outdated;

   c. The strengths and weaknesses have been identified;

d. The evaluation instrument(s) is appropriate.

e. The evaluation answered the questions raised on the referral.

The multi-faceted, multi-disciplinary evaluation will include appropriate measures which are both formal/objective or informal/subjective, i.e., teacher rating scales, interest inventories, learning styles inventories, creativity checklists, student products or demonstrations, checklists of characteristics, or student expressions of value and ideas.

It is critical to note that no single measure, whether formal or informal, should be used as a basis for determination of student need. It is recognized that the more measures included in the multi-faceted evaluation, the more accurate and unbiased will be the results.

The evaluation measures should assess strengths and needs of the individual in all areas of giftedness, as well as in both the cognitive and affective domains.

The measures utilized should not discriminate against the culturally different, the economically disadvantaged, the underachiever, or the handicapped gifted.

24:05:07:12 Non-discriminatory testing required:

Instruments used in the evaluation shall be as free as possible from cultural and linguistic bias, and each instrument shall be assessed to determine the appropriateness with references to the linguistic and cultural group to which the child belongs.

Source: 3 SDR 69, effective July 1, 1977

General Authority: SDCL 13-37-13, 1-45-6, 13-37-1.1

Data gathered from interest inventories and learning styles inventories should not be used in determining student needs, but rather as critical tools in designing appropriate programs to meet student needs.

Needs are determined by comparing evaluation data against the statistical norms for the local school population already developed by the planning committee. Therefore, evaluation data should be reported by the evaluators to the placement committee in a form which will allow comparison to the district norm. See Appendix B. The outcome of the evaluation stage is a determination of student need based upon this comparison.

Re-evaluation is conducted:

A. Whenever the child is not progressing as indicated on the Individual Educational Program and the placement committee feels it should be conducted;

B. Whenever the parent makes a request and the placement committee feels more evaluation information is needed to determine an appropriate educational program;

C. Whenever the annual Individual Educational Program review by the placement committee indicates that it is needed; or

D. At least once every three years. This evaluation assures periodic review, must be multi-faceted in nature and should add to the knowledge base concerning the child, but need not provide for repeating an individual intelligence test unless deemed necessary by placement committee decision.

It is crucial to remember that a score below the local norms on a given measure at the time of re-evaluation shall not automatically mean that the individual is no longer in need or that he/she is withdrawn from the program. It is the placement committee's responsibility to decide:

A. Whether or not a need exists; or

B. Whether further evaluation is needed.

Local districts shall have a current comprehensive plan on file with the Section for Special Education which will include but not be limited to plans for a multi-faceted child evaluation and non-discriminatory testing procedures. This plan must comply with 24:05:07:03 and 24:05:08:06.

24:05:07:03 School districts must file comprehensive plans--Contents. The school districts shall have a current comprehensive plan on file with the Section for Special Education which shall include, but not be limited to:

A. full program services, goals and procedures;

B. ongoing child identification and placement procedures to include:

   1. a system for identification;

   2. multi-faceted child evaluations;

   3. non-discriminatory testing procedures; and

   4. development and annual review of the individual educational program for each child.

C. due process procedures which comply with Public Law 94-142;

D. confidentiality procedures which comply with the 1974 Family Education Rights and Privacy Act; and

E. staff development.

Source: 3 SDR 69, effective July 1, 1977

General Authority: SDCL 13-37-14, 1-45-6, 13-37-1.1

Law Implemented: SDCL 13-37-1, 13-37-2.

24:05:08:06 Program Standards for Education of the Gifted

A program for education of gifted students shall include the following in the current district comprehensive plan for special education:

(1) Full program services, goals, and procedures which include screening a minimum of all children above the 97th percentile in general intellectual ability or specific academic aptitude, and may include leadership ability and creative and productive thinking;

(2) Ongoing child identification and placement procedures to include:

(a) A system for identification;

(b) Multi-faceted child evaluations;

(c) Nondiscriminatory testing procedures that take into account gifted students who may be underachievers, culturally different, economically disadvantaged, or handicapped.

STAGE FOUR: PLACEMENT COMMITTEE

Pursuant to Administrative Rules of South Dakota 24:05:07:09 and 24:05:07:10 the school district must utilize a placement committee to review, evaluate and place children into the appropriate program, including the program for gifted.

The placement committee must include, but is not limited to the following:

A. parent(s) or legal guardian of the child,

B. the child, when appropriate,

C. superintendent or designee,

D. regular classroom teacher referring or receiving child,

E. educator from field of special edcuation,

F. evaluator to interpret the multi-faceted evaluation.

Any other individuals with pertinent information regarding the child may attend. As part of due process rights, parents may bring legal counsel to this meeting as they feel necessary.

The placement committee chairperson designated by the local district administration, during the referralprocess, shall notify the members of the placement committee of the need and purpose for a placement committee meeting and the date and time of the meeting. This date and time should be at the convenience of the parents or legal guardians and within 30 calendar days of the referral. This contact may be done verbally (by phone or in person) or in writing, but documentation of the contact is required. Sample forms for this purpose are included in Appendix B.

The responsibilities of the placement committee are to:

A. interpret the multi-faceted evaluation data to determine if the student meets or exceeds the locally established parameters of characteristics of gifted children in one or more categories.

B. certify the student's needs for special education through a comparison of the student's strengths and limitations with the offerings of the school curriculum,

C. write an Individual Educational Program that is based on student needs, interests, learning styles, and abilities in both cognitive and affective domains. (See "Writing the Individual Education Program" Section.)

D. determine least restrictive environment to implement the individual educational program, person(s) responsible, and beginning and ending dates of the program,

E. appoint the individual educational program monitor who assures the implementation and revision of the individual educational program as needed,

F. discuss parents' responsibility in implementing the individual educational program in the home,

G. establish date for periodic review of the individual educational program and any necessary re-evaluation of testing data, and

H. verify due process rights with the parent and secure all necessary signatures.

SAMPLE AGENDA FOR A PLACEMENT MEETING

A. Introduction of committee members (chairperson)

B. Explanation of purpose of meeting (chairperson)

C. Accuracy check of information--name, address, birthdate, etc. (chairperson)

D. Summary of student's history (student, parent(s) and/or referring person)

1. why the student was referred
2. school services student is now receiving
3. special health problems
4. other agencies to which the student has been referred

E. If appropriate, summary of student's developmental history (parent(s) and/or appropriate committee members)

F. Summary of evaluation results (psychologists, classroom teachers, special educators and/or others)

G. Determine eligibility for special education or need for further evaluation

H. Development of the Individual Educational Program (total committee)

1. current levels of educational performance (strengths/weaknesses)
2. goals for student, parents and others
3. objectives and evaluation procedures
4. extent of participation in regular programs

5. dates of initiation and duration of special education to be provided (indicate the anticipated length of time in proposed program)

6. related educational services needed

7. assignment of who is responsible to implement certain parts of the plan

8. least restrictive environment considerations

I. Recommended placement

J. Assignment of monitor

K. Review parental rights

L. Signing of Individual Educational Program placement forms and other forms if necessary (committee)

M. Adjournment (chairperson)

NEED II: A DIFFERENTIATED CURRICULUM

WRITING THE INDIVIDUAL EDUCATION PROGRAM

Once a child has been referred to the placement committee and the needs of the student have been determined, an individual educational program must be written. The purposes of writing the Individual Educational Program for the gifted student are:

A. to provide a guide for teachers and other staff as they work with the student,

B. to develop a plan to meet the needs of the student based on strengths, interests and limitations,

C. to proivde a differentiated curriculum that develops both cognitive and affective domains,

D. to provide parents with a written basis to make a judgment regarding a program to be offered to meet needs of the child,

E. to establish clear and measurable objectives as a basis for assessing progress of the child and effectiveness of the program,

F. to determine appropriate program options to meet goals and objectives, and

G. to provide documentation of programs to meet state compliance requirements.

To write the Individual Educational Program the placement committee should follow these procedures, completing the form as each step is accomplished:

A. Collect pertinent information. This includes data gathered during the screening and evaluation processes. Included should be data regarding:

   1. levels of performance

   2. learning styles

   3. successful methods of instruction

   4. reinforcers to the student

   5. interests of the student

   6. programming recommendations

B. Summarize present levels of performance providing information in each learning area. For each area describe what the student can do, and what the student needs to learn next. Include descriptions of:

1. student's observed behavior

2. student's academic, social or talent strengths

3. student's academic, social or talent limitations

4. student's academic, social or talent interests

5. list of test instruments used in evaluating student

6. progress on student's Individual Educational Program from previous year, if applicable.

C. Write and prioritize long-term goals. Goals should be clear, understandable, and stated positively in terms of what the student will do. A goal should be written for each identified "need" as specified in the levels of performance section of the Individual Educational Program and is written for a span of one year's growth.

Goals for gifted students may include the following areas:

1. acquiring advanced subject content, skills, and attitudes in the area of interest or strengths of the student,

2. developing higher level thinking skills, particularly evaluation,

3. promoting creative and productive thought,

4. developing research skills,

5. developing problem solving and decision-making skills,

6. social or affective skills,

7. developing and evaluating end products commensurate with student abilities,

8. career guidance.

D. Breakdown each long-term goal into measurable short-term objectives. Objectives should:

1. fit the student needs, interest, and learning styles,

2. provide means to achieve long-term goal,

3. be written in behavioral terms by telling what the student must do, when, where and how the student will do it, and how well it must be done,

4. be logically sequenced,

5. facilitate higher level thinking, creative or productive thought, or logical problem solving,

6. be related to what the student will do and learn and should not be teacher centered, and

7. be limited in relating to one area of curriculum/instruction each.

E. Each short-term objective must contain evaluation criteria to keep the objective measurable. Developing the evaluation criteria involves determining how well the student must demonstrate the behavior, or what the product of the objective will be, and the criteria for its acceptance. The level of how well the student must accomplish the task should be consistant with the student's entry level of performance and the student's capabilities.

F. Specify educational and support services needed to meet each objective. This is not a placement decision but is a listing of the types of services or options available that will best meet the needs of the child. The program services or options may be the same for all short-term objectives or may be different for each. The following section on program options describes the program services or options available for gifted students.

G. Specify the individuals responsible for implementing each short-term objective (e.g. resource room teacher, math teacher, mentor, parents, etc.).

H. Make placement recommendations in the least restrictive environment. This should reflect where all of the services of options needed by the child will best be delivered. Gifted children in need of special assistance should be provided special programs or services to meet their individual needs which are coordinated with the regular educational program whenever possible. Removal from the regular educational classroom should occur only when the nature or extent of the child's needs make it necessary. Specify each placement and the amount of time involved in each placement when applicable.

I. Specify one person to monitor the progress of the child according to the Individual Educational Program and be the parents' contact person when questions concerning the implementation of IEP arises.

J. Set timelines for beginning dates, projected ending dates, and monitor review dates for each short-term objective.

1. Beginning dates. For each objective listed, establish a time when services will start.

2. Projected ending dates. For each objective listed, establish when services are estimated to end. If the objectives are progressive, the estimated ending date will correspond to the beginning date of the next objective.

3. Monitor review date. The Individual Educational Program monitor sets dates when the child's progress on each objective will be reviewed. These dates may correspond to the dates that the committee has set as projected ending dates or parent conference dates.

4. Annual Individual Educational Program review date. The committee establishes when each Individual Educational Program will be reviewed. This must be done at least once a year. An evaluation review must be done at least every three years.

K. State amount of time in the regular classroom: this could range from 0 to 100 percent of the time.

L. Obtain signatures of all placement committee members present, including the parents. Be sure that the parents understand their due process rights.

M. Make specific suggestions to the person(s) primarily responsible for implementing the educational program. Such suggestions might include types of activities to use in reaching objectives, resource materials and resource persons.

Implementation plans are not legally required, but some record of lessons taught, activities in which they are engaged in, and other opportunities provided to address the Individual Educational Program's goals and objectives must be kept in written form. Depending upon the type of educational option(s) selected to meet the needs of a student and on the program model(s)/delivery system utilized in the school district, the implementation plan could range from rather extensive plans for instruction in a resource room to an agreement with a mentor to provide a student with an agreement experience.

Sample Individual Educational Programs are included in Appendix C.

TYPES OF EDUCATIONAL OPTIONS SUITABLE FOR GIFTED

The listed educational options which separate here for clarity, should not be viewed in isolation. Good individual educational programs intertwine aspects from the educational options as they relate to the perceived and real needs of the student. The educational options may be offered singly or in combination with other strategies and alternatives as fits the educational philosophy of the local school district. In all instances, students should be placed in the least restrictive environments available for the option(s) chosen.

The educational options tend to fall into three categories: intra-classroom, extra-classroom and acceleration.

Intra-classroom educational options take place within the regular classroom setting. The classroom teacher assumes the responsibility of working with the gifted student within the regular school day, and providing instruction to meet the individual needs. In many instances, intra-classroom options require the teacher to do curriculum compacting for the gifted student. Compacting involves pre-testing the student to determine content he/she knows, removing what is known from the curriculum, and teaching only what content is not known by the student. The time gained by compacting is the time in which the student can be involved in the intra-classroom options chosen during the placement committee meeting at which the Individual Educational Program is written.

Sample intra-classroom educational options include:

A. Independent Study (flexible scheduling)-opportunities for student to engage in exploratory study or pursue closely defined in-depth projects. Especially effective if student has opportunity to make use of flexible amount of study time for those experiences that meet students individual needs.

B. Team Teaching - a team teaching approach using regular education personnel with specific expertise in a particular area could be utilized, and would be most applicable to provide for students who do not have access to other options. Teams of two or more teachers can work collaboratively in the planning implementation, and evaluation of a program to develop a student's gifts. Such teaming can provide increased flexibility in working with different groupings of students in terms of those student's specific abilities and interests. Teaming can provide longer blocks of time within which gifted students may work in small groups or on an individual basis, with the team personnel available to assist the student.

C. Advanced Classes/Honors - classes designed for those certified as gifted. Such classes may engage in in-depth study, accelerated study, enrichment or any combination thereof.

D. Supplemental Learning Materials-Individual materials may be made available to encourage the students to pursue areas of individual interest. Self-directed, self-paced student learning is included here also.

E. Classroom Contracts - the contract learning system is a favorite of students and teachers because it provides a student/teacher centered as opposed to teacher-centered mode of instruction. The student and teacher plan together. The teacher is free to help more students. The student has more freedom to be creative through self-directed learning. Contract learning could be effective in small, rural areas where resources, both material and human, are limited.

F. Cluster grouping - small clusters of students who have similar interests and abilities would work together on tasks within a mutually-agreed-upon period of time. Seminars of interest to these particular students could provide time to stimulate the thinking or exploration in particular fields of interest, but must not be construed to mean that these students would remain together for long periods of time (such as a self-contained situation). Each student must have an individual program geared to meet his or her particular needs, but the sharing of activities, ideas, or projects can be beneficial to students with similar gifts or talents.

G. Multi-Age Grouping - children of advanced ability may benefit from opportunities that allow them to work in task force groups of varying duration with students from other grade levels who have similar interests and abilities. Such arrangements would be on a part-time basis, usually during a period when that student has mastered the skills being presented or developed in the regular classroom setting.

Extra-Classroom options are those that are provided outside the regular classroom. They are learning opportunities that exist as a supplement to the regular classroom program. These options are usually provided by a specifically trained teacher to work with the gifted students whose responsibilities include designing and implementing the extra-classroom aspects of the Individual Education Program. Extra classroom options can necessitate the removal of the student from the regular classroom for a portion of the school day.

Extra-classroom educational options include:

A. Resource/Interest Development centers - can be created for students who could become involved with materials reflecting a subject area focus (math, science, social science, language areas, or a combination of these and others) developed to encourage higher cognitive and affective levels and processes. These centers should be based on student knowledge and interest, the development of higher levels of thinking and creativity, and motivation of the student who may be "underachievers". The students could work individually or together on pursuits of their own choosing or interest, or on a contractual agreement under the supervision of an advisor or teacher. The important feature is that the center be made accessible to the student who can work for an appropriate amount of time to develop gifts, talents, projects, and/or products.

B. Itinerant Teachers - educators with experience and expertise in the area of education of the gifted. In rural areas or small school districts, the itinerant teacher could be available to several school systems and provide learning experiences for identified gifted students on a regular basis and provide valuable inservice for school personnel.

C. Mentorships (tutorial) - individual students would work with assigned adult or other resource person or consultant on a regular basis, matching the student needs in an area of independent study with a person having particular expertise in that area or field. This is especially suitable for involving those persons in the community who can volunteer time, expertise, and knowledge in various fields.

D. Student Internships - students may be provided opportunities to learn on-site in a field study or practical relationship with a mentor. Resources can include persons in the professions, business, industry, arts, and many other areas. The study effort represents a learning opportunity for the student of demonstrated or potential ability. This is not to be confused with any general work program aimed solely to earn money while attending school. This type of relationship is more in the form of an apprenticeship.

E. Community Resources (Talent Bank) - the local or regional school and community population is potentially a rich resource of human talents in a variety of different areas and types. Once that population has been identified, a "talent bank" listing of persons' specific skills, interests, aptitudes, etc. could be compiled. Consultants can be matched with students who share similar talents or interests for a short term enrichment experience.

F. Artists-in-the-Schools - a special kind of mentorship approach bringing visual or performing artists into a school on a matching money basis. Professional artists are available to come into the school and the community for residencies, workshops, inservice seminars, and performances.

G. Field Trips - visits to areas of special interest (museums, cemetaries, industrial plants, technological exhibits, archeological digs, theater, period home tours). Extended summer travel opportunities with professional leadership to supplement studies; to stimulate student interest in a new area of inquiry.

H. Seminars - high interest presentations by a teacher(s) or community person(s) in a variety of topics; attended voluntarily by interested students, a stimulus to further student study on individual or group basis.

I. Special Classes - opportunities can be provided for students on a voluntary basis to pursue areas of specific interest, such as aeronautics, creative math, chess, artistic creations (mural, city-building or planning, etc.), crafts, and many other areas determined by needs or abilities of particular students.

J. Weekend Study Programs - a combination of artists-in-the-school and happenings. Professional artists or persons could be brought into a particular area for weekends of learning in a high interest subject. Students might be provided opportunities for on-site visits to particular areas for intensive study for a limited time period.

K. Summer School Activities - short-term, intensive learning experiences for gifted students. These experiences would serve to expose students to exceptional teachers, to encourage short-term interaction with other gifted students, and to develop skills necessary for further advancement in the regular school year.

L. Special Schools - short-term educational experiences, sponsored by a particular agency or individuals, the purpose of which is to provide intensive and valuable education experiences for gifted students. Special school experiences could be provided in the area of fine arts, such as music, drama, art; or in specific academic areas, such as science, history, etc.

M. Off Campus Enrollment or Advanced Placement - secondary level students of high academic ability may benefit from opportunities to engage in specific subject area studies or experiences which qualify them, upon successful examination, to achieve sophomore standing in those colleges participating in the advanced placement program. Participation may be on a "correspondence course" basis.

Acceleration - In those areas of study which describe a continuum of study, or a sequence of skills in some heirarchial relationship it may be appropriate for the highly advanced and motivated student to proceed rapidly through that continuum of skills either individually or in small task groupings. This is not intended as "grade-skipping" but as an alternative provision for those students with advanced skills in academic or non-academic areas. The student would remain in the regular classroom with his/her peers for the majority of the day, but would be allowed to advance in those areas where basic skills have already been mastered. This could be accomplished through the provision of special materials, an allotment of time assigned to a resource room, independent study, or a multi-age grouping. Acceleration at an extreme level can include moving a student through entire grades or "grade-skipping", and should be allowed only when all other options have been exhausted. When grade-skipping is being considered as an educational option for the gifted student, several areas need to be considered:

A. Has the child <u>mastered</u> all content at the grade level?

B. Is the child completing work at a level commensurate with his/her ability?

C. Does the child complete tasks quickly and seem to have a great deal of free time?

D. Does the child seem bored, refuse to do assigned tasks, or seem to be a behavior problem?

E. Is the child advanced emotionally?

F. Is there a sibling in the next grade level?

G. Is the receiving teacher comfortable with the child moving to his/her classroom?

H. Do the parents approve?

I. Have all supplemental materials and activities been exhausted?

J. Is the child well above his/her peers in abilities, knowledge, or talents?

Accelerating a student from grade to grade requires considerable planning and careful monitoring.

Other forms of acceleration include:

A. Early Programming - In those districts where preschool programs are provided, young children who evidence high aptitude or who demonstrate advanced abilities (reading, writing, reasoning, verbal abilities) must be provided an opportunity to be included. This may be more easily managed where multi-age grouping or an ungraded setting is provided.

B. Early admission to school - young children evidencing high aptitude or demonstrating advanced abilities (reading, writing, reasoning, verbal abilities) may be provided opportunity to enter school before the typical entrance age. This may be more easily managed where multi-age grouping already is provided at the primary level. Consideration must also be given to the social and emotional maturity of the child, as well as the mental development. This option is not mandatory for school districts, but those doing so may be reimbursed for allowable costs.

Program Models:

Several models have been developed from research or experience and subsequently combined several of the educational options listed above into a valid, acceptable programming model to serve children who display gifted behavior(s). The models generally address strategies a teacher may use to implement a local school district philosophy regarding the education of the gifted. Usually these models outline instructional strategies which may be utilized in teaching the identified student by varying the processes through which learning is accomplished. Most of the models isolate a small part of the total learning environment, and use that process or product as the key to differentiating the child's program. For example, Dr. Calvin Taylor uses a system of Totem Poles to build a student's ability to predict or forecast outcomes based upon certain facts. This skill can then be used in the study of science, social studies and other content subjects and may serve as a new or creative way of having a student explore a specific idea beyond the surface knowledge.

The "Purdue - 3 Stage Model" developed by Dr. John Feldhusen and the "Revolving Door/Enrichment Triad Model" formulated by Dr. Joseph Renzulli are exceptions to the rule, in that both incorporate all phases of providing for

a child from the screening and identification through the programming and evaluation process.

A comprehensive review of the models is impossible to include in this book. The reader is referred to a book entitled Teaching Models in Education of the Gifted by Dr. C. June Maker copyright 1983. It is important to understand that when a particular model or strategy is adopted by a school district, it may not automatically put the district in compliance with all Administrative Rules of South Dakota governing education of the gifted. It may be necessary to use parts of several models to address the needs of all students who are gifted in the local school district. The same caution must be observed regarding programs such as Future Problem Solving, Olympics of the Mind, Junior Great Books, Midwest Talent Search, and the Knowledge Bowl.

The following list (which is not all inclusive) contains the names of many of the major contributors to programming models for the education of gifted. They are: Betts, Bruner, Bloom, Clark, Feldhusen, Guilford, Kaplan, Kohlberg, Kratkwohl, Meeker, Parnes, Reis, Renzulli, Stanley, Taba, Taylor, Treffinger, and Williams.

ADMINISTRATIVE DELIVERY SYSTEM

Identified students will be educated in programs designed to meet their needs. The instructional and administrative structure to implement the school district's program shall be developed to provide students with an education in the Least Restrictive Environment. The structure shall include, but not be limited to, the following components and responsibilities:

A. The special education program shall be authorized and supported by the local board of education.

B. The local board of education shall designate the superintendent as the person responsible for developing and implementing the program.

C. The superintendent may designate local building principal(s), special education director, or other school personnel to directly supervise the program implementation.

D. The designated person in each building shall assure that a combination of appropriate persons including but not limited to the regular education teacher, resource room teacher and outside resource(s) be involved in the provision of services for the identified children. The parent should be involved in this service provision.

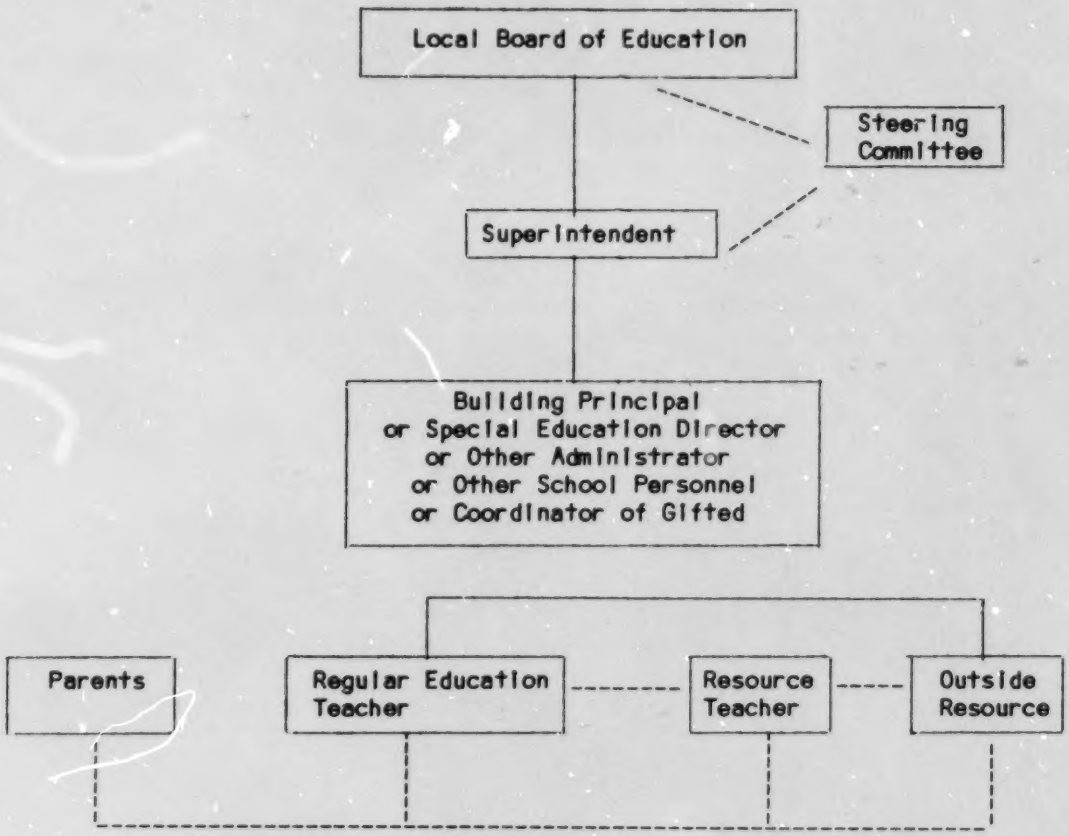
E. The designated building person shall assure that the educational options and specific teaching strategies are carried out in line with special education program procedures. This includes the keeping of appropriate records.

F. The administrative delivery system is obligated to provide feedback to parents on a regular basis through an established communicaton system. This component is necessary to assure that student needs are being addressed on a continual schedule.

The instructional process will be described in detail in the following sections.

ADMINISTRATIVE DELIVERY SYSTEM

Suggested Flow Chart



NEED III: PRESERVICE AND INSERVICE STAFF DEVELOPMENT

OBJECTIVES FOR THE TEACHER OR COORDINATOR ENDORSEMENT IN EDUCATION OF GIFTED

It is necessary to recognize that teachers or coordinators have a unique opportunity and challenge to facilitate learning and growth for students who are gifted. Therefore staff development with the following objectives is considered essential.

Teachers or coordinators who complete the requirements for this endorsement will be able to:

A. Develop and coordinate a system for the identification of gifted students.

B. Provide special kinds of instructional (teaching) activities for classroom teachers to use with gifted students.

C. Select or develop instructional materials appropriate for the needs of gifted students.

D. Evaluate the personal and social needs and the learning achievements of individual gifted students.

E. Develop a comprehensive instructional plan in a building or a school system for gifted students.

F. Develop Individualized Educational Programs for gifted students.

G. Serve as a knowledgeable resource person in inservice training programs, curricula, methods, characteristics, and materials for the gifted.

H. Maintain a resource center or room for education of the gifted.

I. Serve as liaison to parent groups and civic organizations concerning education for the gifted.

J. Provide some counseling to gifted students and their families.

The roles which a teacher of the gifted or a coordinator of the program for the gifted may assume are not significantly different. Every coordinator of a program for the gifted must have the skills/competencies of a teacher of the gifted. In addition to the roles suggested in the objectives above for both a teacher and a coordinator of program for the gifted, a coordinator would be able to:

A. Supervise other staff members employed as part of a district's program for the gifted.

B. Coordinate educational options in multiple-building districts or among other school districts as in the case of special education cooperatives.

C. Articulate the educational options through all grade levels within a school district to assure continuity of programs.

D. Evaluate the program's goals and objectives across the entire school district or cooperative to determine its effectiveness for students.

E. Design and write periodic reports for presentation to the local board of education or cooperative board.

Courses for Certificate Endorsement

One component of a comprehensive staff development program is appropriate college level coursework. This coursework may be taken as basic preparation for teaching or as refinement or specialization. The latter approach usually leads to an endorsement in a particular area of education.

The following course titles and descriptions would lead to K-12 endorsement for a teacher or coordinator of a local school district program for the gifted. The courses are basic in nature and represent only a skeletal framework of what is necessary to earn an advanced degree in the field of education for the gifted. When pursuing a certificate through the endorsement method, the design is that the first course may be offered at either the baccalaureate or graduate level, but the remaining courses may be offered strictly at the graduate level and in sequence.

I. The Nature and Needs of the Gifted Child

The course must include a study of intellectual, social and emotional characteristics and problems of gifted youth in the school and in the home; introduce the multi-talent concept of giftedness, and the United States Office of Education categories: A. intellectual, B. academic, C. creative/productive thinking, D. leadership, E. visual or performing arts; methods of assessing and quantifying the behaviors observed, leading to the identification procedures and development of appropriate Individual Educational Programs. It shall include a study of teacher behaviors, attitudes, and competencies which meet the needs of the gifted child, and an awareness of parental responsibilities and home environment.

II. Curriculum Development and Teaching Strategies for Education of Gifted.

This course must include a study of the major models in the field of education for gifted relative to instructional strategies, differentiated curriculum process including compacting and resources, research skills, and various delivery systems (such as acceleration, enrichment, pull-out), a review of program alternatives available for use in rural and large school district settings, administrative structures for total school program and Individual Educational Program development/monitoring, techniques to communicate to parents and others

the nature of the program, and an understanding of state rules, laws, and requirements for programs.

III. The Nature and Nurture of Creativity

This course must include understanding the nature of creativity and how it can be applied to solve personal, community and global problems; skills included must be:

A. techniques to enhance creative abilities and promote self-acceptance

B. assessing/identifying creative abilities

C. productive thinking - brainstorming techniques, spontaneous problem solving, fluency, flexibility, originality, elaboration

D. creative problem solving

E. future studies/trending, future wheels, exponential growth, Delphi method

F. future problem solving: how it flows from creative problem solving

G. evaluation: critical judgement of product or process.

IV. Practicum in Education for the Gifted

This experience must include a minimum of 25 hours contact time per semester hour with students in a teacher/learner situation. The experience must be conducted under supervision of a teacher(s) with a minimum of three years of teaching experience, preferably with work in the field of education for the gifted.

A second component of a comprehensive staff development program is a well defined inservice program. Since the education of children who are gifted is a relatively new phenomenon of the total educational program, the need for school districts, special education cooperatives, and the state department of education to provide experiences to practicing educators, parents, and other community persons is essential. This program is particularly crucial in the years before and while colleges and universities implement appropriate coursework in the specified area of education of the gifted and make adjustments in regular elementary and secondary education preparation programs to include the content relative to education for the gifted.

Inservice programs shall be designed to acquaint all school district educational staff members with the nature and needs of children who display gifted behavior and the basic principles of providing them with appropriate education programs. The inservice programs shall be planned in accordance with all administrative rules governing same. At a minimum, all teachers and administrators shall be made aware of their own school district's plan and procedures for serving students who are gifted and of the current literature and practices in the field. The inservice program shall concentrate on the needs identified from a district-wide needs assessment relative to education for the gifted. A sample inservice training checklist is found in Appendix

D. Inservice programs yielding certificate renewal credit or professional growth units are encouraged in the area of education of the gifted.

NEED IV: PARENT/COMMUNITY INVOLVEMENT

Parental involvement in the special education of the gifted child should begin early, starting after the initial screening that indicates a child may have a special need and continuing throughout the Individual Educational Program writing and the child's subsequent schooling. The responsibility of the parent to remain involved continues after identification as the parents of the gifted child work as partners with the school in realizing the child's potential and helping him or her fulfill his or her dreams and goals. Nurturing the giftedness of the child is a parental responsibility in the home where parents should carry out complementary activities to supplement and facilitate the services offered at school.

Parents attempting to recognize and provide for the needs of a gifted child need support and information. Schools should be prepared to offer assistance through a variety of means--available school counseling, assurance that classroom teachers are aware of and sensitive to the ramifications of giftedness in children and, in general, conveyance of an attitude of support to those who need help in their often confusing role as parents of the gifted. Capable school personnel should provide awareness seminars to parents during the school year.

An additional responsibility of the school in this partnership is to provide parents with information as to their rights such as access to student records and the right to due process. Persons familiar with P.L. 94-142 will recognize that under Administrative Rules of South Dakota 24:05:07:14, all gifted children are protected by the same due process procedures that cover handicapped persons under federal law.

Parents of the gifted also have privileges; among those privileges is the opportunity to voluntarily participate, according to their interests and abilities, in activities such as planning/steering committees and gifted support/advocacy groups.

Support groups are essential to healthy programs for the gifted. Such groups should be the local community's number one source of accurate information about gifted children and how they learn. The group needs to be the advocate for the program for the gifted in the district through communication with school administrators, school board members and local legislative representatives. Additional functions include searching out and establishing talent banks of available community mentors, advancing the group's awareness of the plight and capabilities of the gifted through appropriate programming, and providing an opportunity for parents to interact informally in sharing insights about their gifted children.

Efforts of the local support/advocacy group should be in coordination with other similar groups such as the Parent-Teacher Association, the local education association and associations for those with handicapping conditions such as the Association of Children with Learning Disabilities. Local groups of support and advocacy for the gifted are provided the opportunity to affiliate with national organizations such as The Association of the Gifted,

a division of the Council for Exceptional Children. There can be strength in numbers. Additional information is found in Appendix E.

NEED V: PROGRAM EVALUATION CRITERIA

An evaluation plan is essential for every program for education of the gifted. Evaluation is necessary in order to make reasonable judgments about the effectiveness of various planning committees, identification procedures, curriculum designs, teaching strategies, administrative arrangements, and other facets of the program. It is also important to evaluate in order to demonstrate accountability for the cost-effectiveness of the funds put into the program for the gifted.

The evaluation plan put forth in this section is one sample of a possible procedure. It consists of four parts: A. an evaluation design, B. evaluation techniques, C. results of evaluation, and D. some additional considerations.

A. Evaluation Design

The main purpose of an evaluation is to determine the extent to which program goals, objectives and activities are being achieved, and their impact upon student progress. The goals and objectives of the program plan will provide the framework for building the evaluation plan. Thus, the evaluation should focus on both overall program operation and specific student progress.

If the evaluation design has been developed during the planning phase, both formative and summative techniques will have been included. Summative evaluation (such as pre/post test information) is important to assess overall student progress and program administration, but formative (ongoing) evaluation is equally as important to insure continuous assessment of both student(s) progress and program operation, to determine if changes or revisions are needed.

1. Evaluating Student Outcomes

Goals and objectives related to student outcomes require evaluation devices which measure the extent to which these activities have been achieved. Techniques particularly relevant to evaluating student objectives and activities include:

a. criterion-references or standardized tests

b. student and parent interviews or questionnaires

c. teacher observations

d. observations of student behavior

e. attitude checklists

f. sociograms

g. student journals

h. community interviews or questionnaires

i. comments or statements from mentors or exerts in the area of student talent.

Individual student assessments or evaluations should include indications of changes in behavior, attitudes, study habits, progress, peer relationships, and other areas deemed pertinent by all persons involved in the education of the student.

2. Evaluating Program Effectiveness

Evaluation of program effectiveness requires techniques which provide documentation that activities are being implemented as originally planned according to the program goals and objectives. The documentation might include:

a. dates of staff orientation meetings, number and/or names of personnel attending, topics covered, interests expressed, or other records/minutes/agenda of orientation meetings

b. materials/supplies/equipment purchased

c. records of needs assessments taken to determine staff concerns

d. records of inservice sessions and evaluation of results

e. checklists of dates and program activities performed

f. measurement of changes in perception of program by staff, students, parents, and others.

g. measurement of student learning and/or development.

The evaluation should provide a continuous flow of information about the effectiveness of the program. This enables program personnel to make mid-course corrections and provide for program improvement.

To obtain the data necessary to document the support of the activities conducted for each objective, the consumers should evaluate the effectiveness of the activities. This may mean that evaluation questions are addressed to administrators, teachers, ancillary personnel, parents, mentors, students, community persons, etc.

When the assessments and evaluations are completed, and the information has been compiled, the results should indicate not only if the goals and objectives have been met, but should serve to assist the members of the Placement Committee during the Annual Review with regard to future plans for each student identified as gifted.

B. Evaluation Techniques

To aid in a complete evaluation of programs for the gifted, the following areas could be considered:

1. Description of program for the gifted:

   a. school(s) involved and total student population(s)

   b. number of children enrolled

   c. type(s) of program(s)
      I. brief general description
      II. course offerings
      III. special activities
      IV. resouces utilized.

2. List of students involved in program:

   a. description of individual program for each student,

   b. progress of students involved

      I. student self-evaluation of progress
      II. parent evaluation of student progress
          (changes in behavior at home should be included)
      III. facilitator evaluation of student progress
      IV. assessments or observations of other school personnel.

3. Other Student Assessments:

   a. comments - observations of perceptions of gifted students, as seen by selected other students,

   b. carry-over of activities and projects into regular classroom situation and effect on other students, as seen by classroom teacher,

   c. applicability of specific activities in programs for the gifted to regular student participation, according to classroom teachers.

4. Parent and Community Involvement:

   a. statements of opportunity for parent involvement and results of efforts in that area,

   b. resources, businesses, agencies or organizations utilized in programs for the gifted,

   c. parent and community persons' perceptions of overall program.

5. Administrative Evaluations:

   a. superintendent's evaluation of program,

   b. building principal's evaluation,

   c. psychologist/counselor's evaluation,

   d. director/supervisor of special education's evaluation.

6. Facilitator Evaluation:

   a. identification of strengths and weaknesses of overall program for gifted,

   b. recommendations for change.

7. Faculty Perception of Program:

   a. discussion of strengths and weaknesses of program by faculty members,

   b. relationship and cooperation of classroom teachers,

   c. classroom teacher evaluation of gifted students including:

      i. changes in behavior or study habits of gifted in classroom,

      ii. value of time taken out of classroom situation,

      iii. overall assessment of value of program for gifted,

      iv. conflicts between program and pullout,

      v. recommendations for change.

8. On-site program review by officials from the Section for Special Education or other outside evaluators.

9. Adaptability of program to other school districts or other areas.

10. Funding:

    a. available income

       i. state

       ii. district

       iii. other.

b. budgeted and actual expenditures

i. salaries

ii. travel

iii. inservice training

iv. materials

v. other.

c. records and comparison of total receipts and expenditures.

11. Student Evaluation of Program:

i. changes in behavior or study habits of gifted in classroom,

ii. value of time taken out of classroom situations,

iii. overall assessment of value of program for gifted,

iv. conflicts between program and pullout,

v. recommendations for change.

C. Results of Evaluation

Comprehensive evaluation criteria will include most of the characteristics by which an appropriate program can be judged. The evaluation of a well-planned program will reveal:

1. Program objectives were clear, well formulated and appropriate.

2. Inservice programs were provided to acquaint all staff with characteristics and problems of gifted students, special appropriate teaching strategies, and assessment procedures.

3. Program consistency was exhibited by the agreement between the district's definition of gifted, and its selection of identification instruments and evaluation tools.

4. The program shows a planned sequential development of the child's gifted ability throughout his/her education, indicating a continuum of resources, services, and activities.

5. The program follows a process approach toward meeting a local need.

a. Persons responsible for conducting the program plan have determined objectives, activities and program evaluation procedures.

b. Future programs are based upon the results of the preceding programs.

c. Programs which were effective in meeting an objective are continued.

d. Programs which did not meet their objectives were altered, based on their results.

e. The programs which appeared most effective were those which tried to follow an annual planning and evaluation process.

f. the programs were appropriate for and were designed to meet the atypical needs, abilities, gifts, talents of the students identified and selected for the program.

g. Funds budgeted were adequate to implement the planned program.

D. Additional Considerations

Although standardized tests, instruments, and other measurement devices are useful in identification of students and for summative information, there are considerations unique to each program or district that can be addressed on a continuing basis. The following questions may assist as a checklist for ongoing planning and future program operation and administration.

1. Has the program been initiated according to the district plan originally written?

   a. timelines followed

   b. responsibilities carried out by persons as originally assigned

   c. advisory committee established and utilized on a continuous basis

2. Were the established criteria for student selection followed? Has the program been developed in accordance with identified student needs?

3. Were the goals and objectives developed as originally stated?

   a. long-range plans and goals (as projected)

   b. short-range goals and objectives (developed according to plan)

4. Were activities, projects, educational resources and services provided as originally planned?

5. Did the program components fit well together? Was there coordination with the total educational program?

6. Was the original staff orientation provided to administrators, teachers, and other school personnel effective?

7. Did the inservice training prove successful for staff? Parents? Mentors? Community persons? Others?

8. Were other agencies, organizations, resources and services utilized as originally planned?

   a. What groups or persons were contacted?

   b. What type of coordination was developed?

   c. How successful were these contracts?

9. What has been the involvement of the parents in the program?

   a. training

   b. workshops

   c. volunteers

   d. parent groups formed

   e. talent bank

10. How can the program strengths be reinforced?

11. What action is needed to modify the weaknesses in the program?

12. How can information discovered on program strengths and weaknesses be of assistance in future program maintenance activities?

When assessing student progress, the following checklist might be of assistance:

A. Was an Individual Education Program developed for each student identified as eligible for the program?

   1. Were the originally-planned goals for the student appropriate as first projected?

   2. Was the Instructional/Implementation Plan carried out as written? Were changes needed?

   3. Did the Individual Educational Program provide for a <u>differentiated</u> curriculum? Was it carried out as planned?

B. Was there documentation that the student's needs could not be met on a full-time basis in the regular classroom? Will scheduling changes be needed?

C. Did the student progress or perform as originally anticipated in accordance with the results of the comprehensive evaluation?

   1. activities or projects carried out to completion

   2. responsibilities followed

3. schedules maintained

D. Has there been a follow-up conference/consultation with facilitator and regular classroom teacher where student is enrolled? With other appropriate school personnel?

E. Have parents received reports of student activities, progress, program. Are additional contacts needed?

F. Have the students been counseled regarding the program for the gifted, and specifically the activities, projects, attitudes and relationships, as related to the total educational program?

The foregoing evaluation plan may be partially implmented by using some of the sample forms and questionnaires which are included in Appendix F. Evaluation of local district programming for gifted students is also included in Appendix F. Local school districts may use the instruments in a self-assessment manner to determine program quality.

RESOURCES AND MATERIALS

Information necessary to provide gifted children with an appropriate and challenging education is not readily available. Therefore, this section containing several lists of materials, organizations, books and articles has been developed. The items listed in any category should not be considered as better quality than some not listed, and no category is an all-inclusive listing.

Two sources which contain a multitude of references are:

A. The Gifted and Talented: A Bibliography and Resource Guide, John B. Anthony and Margaret M. Anthony, Berkshire Community Press, Inc., Box 1312, Pittsfield, Massachusetts 01202, 1981.

B. Handbook of Instructional Resources and References for Teaching the Gifted, Frances A. Karnes and Emily C. Collins, Allyn and Bacon, Inc., 1980.

These items are available for loan from the Section for Special Edcuation, R.F. Kneip Building, 700 N. Illinois, Pierre, South Dakota 57501. Also available are items listed in the Gifted Lending Library section and the Northwest Clearinghouse items. Information on some journals and organziations is also available from the Section for Special Education Office.

I. NATIONAL RESOURCES

National/State Leadership Training Institute on the Gifted and Talented
316 West Second Street, Suite 708
Los Angeles, CA 90012

Leadership training through conferences and publications is the primary aim of this federally funded project.

The Educational Resources Information Clearinghouse on Handicapped and Gifted
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The National Clearinghouse for the Gifted and Talented serves as the central clearinghouse for all information peratining to the gifted, talented, and creative.

Creative Education Foundation
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

Workshops and publications focusing on creativity at all age levels are provided through the foundation. "The Journal of Creative Behavior" is published quarterly under their auspices.

National Merit Scholarship Corporation
One American Plaza
Evanston, IL 60201

The national merit scholarship program is an independently financed competition for college undergraduate scholarships. Two major purposes are the basis for this program: to promote academic excellence by focusing attention on the intellectually gifted and to encourage corporations, businesses, foundations, and other organizations to provide scholarships.

II. JOURNALS

The Creative Child and Adult Quarterly
The National Association for Creative Children and Adults
8080 Spring Valley Drive
Cincinnati, OH 45236

Research and practical application of creativity in psychology and education are the central focus of this quarterly journal.

Exceptional Children
The Council for Exceptional Children
1920 Assoociation Drive
Reston, Virginia 22091

The Gifted Child Quarterly
The National Association for Gifted Children
5100 N. Edgewood Drive
St. Paul, MN 55112

The journal for professionals and parents contains research and practical suggestions on the gifted students.

Gifted/Creative/Talented Children
G/C/T/ Publishing Company
Box 66654
Mobile, AL 36606

The magazine, published five times a year, contains a variety of articles for parents and teachers.

The Journal for the Education of the Gifted
The Association for the Gifted
1920 Association Drive
Reston, VA 22091

Issued quarterly and directed to professionals and parents, the journal covers major topics such as research, innovative programming, reviews of literature, and historical perspectives.

The Journal of Creative Behavior
Creative Education Foundation
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

This quarterly journal, published by the Creative Education Foundation, emphasizes teaching and research in the areas of creativity and problem solving at all age levels.

North Carolina Association for the Gifted and Talented Quarterly Journal
The North Carolina Association for the Gifted and Talented
Department of Special Education
Appalachian State University
Boone, NC 28608

Original and reprinted articles are directed toward all those interested in the education of the gifted through this quarterly publication.

Roeper Review: A Journal on Gifted Child Education
Roeper City and Country School
2190 North Woodward
Bloomfield Hills, MI 48013

This journal is published four times a year and stresses practical application of education for the gifted in the classroom. Humanistic and global points of view are presented.

Teaching Exceptional Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

III. NATIONAL ORGANIZATIONS

The American Association for the Gifted
15 Gramercy Park
New York, NY 10003

American Mensa, Limited
1701 West Third Street
Brooklyn, NY 11223

The Association for the Gifted (TAG)
The Council for Exceptional Children
1920 Associatoin Drive
Reston, CA 22091

The Council of State Directors of Programs for the Gifted
George Fichter, Chairperson
Programs for Gifted/Talented
Division of Special Education
933 High Street
Worthington, OH 43085

Gifted Child Sciety, Inc.
59 Glen Gray Road
Oakland, NJ 97436

Gifted Students Institute for Research and Development
611 Ryan Plaza Drive
Suite 1149
Arlington, TX 76011

The National Association for Creative Children and Adults
8080 Spring Valley Drive
Cincinnati, OH 45236

National Association for Gifted Children
5100 N. Edgewood Drive
St. Paul, MN 55112

Creative Education Foundation
State University College at Buffalo
Chase Hall
1300 Elmwood Avenue
Buffalo, NY 14222

Educational Improvement Center
207 Delsea Drive
R.D. 4, Box 209
Sewell, NJ 08080

Gifted/Creative/Talented Children
P. O. Box 66654
Mobile, AL 36608

Gifted Education Resource Institute
Purdue University
South Campus Courts - Building G
Harrison Street
West Lafayette, Indiana 47907

National/State Leadership Training Institute on the Gifted and Talented.
Suite Ph-C, 316 West Second Street
Los Angeles, CA 90012

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

IV. MEDIA AIDS

Listed below is a selection of media aids on the gifted. Information on material type, specific subject matter, recommended audience, availability, price, etc. may be obtained from the publisher or distributor.

A Chance To Be. N.D. National Archives Trust Fund Board, National Audio Visual Center, Washington, D.C. 20408.

A Total Creativity Program for Individualizing and Humanizing the Learning Process, 1972. Educational Technology Publications, Englewood Cliffs, New Jersey 07631.

Bright Boy, Bad Scholar, 1965. McGraw-Hill Films, Del Mar, California 92014.

Career Education: Its Nature and Need, 1973. The Council for Exceptional Children, Reston, Virginia 22090.

Children of Promise. N.D. Iowa State Education Association, 4025 Tonawanda Drive, Des Moines, Iowa 50312

Creativity: A Way of Learning, 1973. NEA Distribution Center, the Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

Exceptional Times: An Historical Perspective of Special Education, 1977. The Council for Exceptional Children, Reston, Virginia 22090.

Gifted Ones, 1960. Boston University Film Library, School of Education, Boston, Massachusetts 02215.

Gifted Students, 1978. Charles E. Merrill Publishers, Columbus, Ohio 43216.

Grinnell-Newburg School District Gifted and Talented Program (Gifts), 1977. Grinnell-Newburg School District, Grinnell, Iowa 50112.

Image in a Mirror, 1968. Audio-Visual Center, Office for Learning Resources, Indiana University, Bloomington, Indiana 47405.

Intelligence Testing of Tom, 1961. Film Rental Center of Syracuse University, Syracuse, New York 13210.

"It's Cool to be Smart, 1979. McGraw-Hill Films, Del Mar, California 92014.

Leadership Training for Special Education, 1973. The Council for Exceptional Children, Reston, Virginia 22090.

Leo Buerman, 1969. Centron Educational Films, Lawrence, Kansas 66044.

More than a Glance. N.D. Ventura County Superintendent of Schools, LTI Publications, Ventura, California 93009.

Providing for Independence in Learning, 1968. Boston University Film Library, School of Education, Boston, Massachusetts 02215.

Psychology of Creativity, 1972. Audio-Visual Center, Office for Learning Resources, Indiana University, Bloomington, Indiana 47405.

Rafa: Developing Giftedness in the Educationally Disadvantaged, 1966. NEA Distribution Center, the Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

Recognizing and Developing Higher Thinking Skills, 1978. Claremont Educational Resources, Claremont, California 91711.

Sit Down, Shut Up, or Get Out, 1971. Broadcasting and Film Commission, c/o National Council of Churches, 475 Riverside Drive, New York, New York 10027.

Students and Teachers Together: A Partnership For Gifted and Talented Education, 1980. NEA Distribution Center, the Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

Talks with Teachers About Gifted and Talented Students, 1980. NEA Distribution Center, the Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

Teaching Mentally Gifted Students in Rural Areas, 1978. Independent Study, University of California, Berkeley, California 94720.

The Gifted Child, 1959. Boston University Film Library, School of Education, Boston, MAssachusetts 02215.

The I.Q. Myth, 1975. Film Rental Center of Syracuse University, Syracuse, New York 13210.

They Shall Create: Gifted Minority Children, 1974. The Council for Exceptional Children, Reston, Virginia 22090.

Understanding the Gifted, 1964. Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069.

Who are these People? N.D. Scott Anderson Productions, Heron House, Reston, Virginia 22090.

Who Is the Gifted Child? 1975. Ventura County Superintendent of Schools, LTI Publications, Ventura, California 93009.

Why Man Creates, 1968. Pyramid Films, Box 1048, Santa Monica, California 90406.

V. LIST OF RESOURCES: CATALOGS AND PUBLISHERS

Creative Learning Press, Inc.
P. O. box 320
Mansfield Center, CT 06250

Tardor Publishers
P. O. Box 409
Manchester, Connecticut 06040

Scholars in the Arts Program
P. O. Box 2876
Princeton, New Jersey 08541

Northwest Regional Educational Laboratory
Office of Marketing, 710 SW Second Avenue
Portland, Oregon 97204

Resources for the Gifted
3421 North 44th Street
Phoenix, Arizona 85018

The Analogy
4040 University, Suite B
Des Moines, Iowa 50311

Arent and Associates
Box 2501
Littleton, Colorado 80101

National Association for Gifted Children
5100 N. Edgewood Drive
St. Paul, Minnesota 55112

Midwest Publications
P. O. Box 448
Pacific Grove, California 93950

Good Apple
Box 299
Carthage, Illinois 62321

A.W. Peller and Associates, Inc.
Educational Materials
124 Rea Avenue
Hawthorne, New Jersey 07506

Educational Impressions
249 Goffle Road
Hawthorne, New Jersey 07507

Northwest Clearinghouse for Gifted Education
Education Service District No. 121
1410 South 200th Street
Seattle, Washington 98148

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Center for Creative Learning
P. O. Box 619
Honeoye, New York 14471

GCT Publishing Company, Inc.
P. O. Box 6448
Mobile, Alabama 36660-0448

Trillium Press
Box 921
New York, New York 10159

The Horn Book, Inc.
Park Square Building
31 St. James Avenue
Boston, Massachusetts 02116

Zephyr Press
430 South Essex Lane
Tuscon, Arizona 85711

Independent Research Student Notebook
P. O. Box 244
Hadley, Massachusetts 01035

Interact
P. O. Box 997B
Lakeside, California 92040

CBH Publishing, Inc.
Box 236, Dept. NG
Glencoe, Illinois 60022

Gifted Child Newsletter
P. O. Box 115
Sewell, New Jersey 08080

American Testronics
P. O. Box 2270
Iowa City, Iowa 52244

Thinkercise
Kathy Holbe Concept, Inc.
P. O. Box 15050
Phoenix, Arizona 85011

Thinking CAPS, Inc.
P. O. box 7239
Phoenix, Arizona 85011

D.O.K.
Disseminators of Knowledge
71 Radcliffe Road
Buffalo, New York 14214

VI. BOOKS AND ARTICLES DETAILING STRATEGIES FOR IMPLEMENTING TRIAD/RDIM PROGRAMS

I. Definition of Giftedness

Renzulli, J.S. What Makes Giftedness? A Re-examination of the Definition of the Gifted and Talented (Brief No. 6). Los Angeles: N-S LTI/GT. 1980.

Related Articles or Shortened Versions of the Above

Renzulli, J.S. What makes Giftedness? Re-examining a definition. Phi Delta Kappan, 1978, 60, 180-184.

Renzulli, J.S. What makes Giftedness? Re-examining a definition. Science and Children, 1979, 31, 16-21.

Renzulli, J.S. Dear Mr. and Mrs. Copernicus: We regret to inform you. Gifted Child Quarterly, Winter 1982, 11-14.

Renzulli, J.S. and Delisle, J.R. Gifted Individuals. Encyclopedia of Educational Research. 1982, Fifth Edition (2) 723-730.

II. The Enrichment Triad Model

Renzulli, J.S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted. Mansfield Center, CT: Creative Learning Press, 1977.

Related Articles or Shortened Versions of the Above

Renzulli, J.S. The enrichment triad model: A guide for developing defensible programs for the gifted and talented. Gifted Child Quarterly, 1976, 20, 303-326.

Renzulli, J.S. The enrichment triad model: A guide for developing defensible programs for the gifted and talented, Part II. Gifted Child Quarterly, 1976, 21, 237-243.

Renzulli, J.S. and Smith, L.M. Developing defensible programs for the gifted and talented. Journal of Creative Behavior, 1978, 21, 21-30.

Renzulli, J.S. Will the gifted child movement be alive and well in 1990? Gifted Child Quarterly, 1980, 24, 3-9.

Reis, S.M. TAG serves the gifted and talented. Today's Education, February/March, 1981, 22-25.

Reis, S.M. Myth: The "patch-on" approach to programming. Gifted Child Quarterly, Winter 1982, 29-31.

Renzulli, J.S. What makes a problem real: Stalking the illusive meaning of qualitative differences in gifted education. Gifted Child Quarterly, 1982 4 (3), 147-156.

Reis, S.M. and Cellerino, M.B. Guiding gifted students through independent study. Teaching Exceptional Children, Spring 1983, 15(3), 136-141.

Renzulli, J.S. Guiding the gifted in the pursuit of real problems: The transformed role of the teacher. Journal of Creative Behavior. 1983, 17(1), 49-59.

Reis, S.M. and Herbert, T. Creating practicing professionals in gifted programs: Encouraging students to become young historians. (To be published in Instructor.)

Reis, S.M. Creating ownership in gifted and talented programs. Roeper Review, April-May 1983, 5(1), 20-23.

Reis, S.M. and Renzulli, J.S. Key features of successful programs for the gifted and talented. (To be published in a fall issue of Educational Leadership.)

III. The Revolving Door Identification Model

Renzulli, J.S., Reis, S.M. and Smith, L.H. The Revolving Door Identification Model. Mansfield Center, CT: Creative Learning Press, 1981.

Related Articles or Shortened Versions of the Above

Renzulli, J.S., Smith, L.H. and Reis, S.M. Identifying and programming the gifted students. The Education Digest, March 1981, 45-47.

Renzulli, J.S., Smith, L.H. and Reis, S.M. The revolving door model: A new way of identifying the gifted. Phi Delta Kappan, May 1981, 548-549.

Renzulli, J.S. and Smith, L.H. Revolving door: A truer turn for the gifted. Learning, 1980, 8, 91-93.

Renzulli, J.S. and Smith, L.H. An alternative approach to identifying and programming for gifted and talented students. G/C/T, 1980, 15, 4-11.

Reis, S.M., and Renzulli, J.S. A research report on the revolving door identification model: A case for the broadened conception of ness. Phi Delta Kappan, 1982, 63, 619-620.

Delisle, J.R., Reis, S.M., and Gubbins, E.J. The revolving door identification model and programming model. Exceptional Children, October 1981, pages 152-156.

Renzulli, J.S. and Reis, S.M. The revolving door identification model: a nonelitist approach to serving the gifted and talented. (To be published in The School Administrator.)

IV. Developing Individual Education Program's for the Gifted and Talented

Renzulli, J.S. and Smith, L.H. Guidebook for Developing Individualized Educational Programs for Gifted and Talented Students. Mansfield Center, CT: Creative Learning Press, 1979.

Related Articles or Shortened Versions of the Above

Renzulli, J.S. and Smith, L.H. A practical model for designing individual educational programs for gifted and talented students. G/C/T, 1980, 11, 3-8.

Renzulli, J.S., Smith, L.H., and Reis, S.M. Curriculum compacting: An essential strategy for working with gifted students. Elementary School Journal, January 1982, 185-194.

ADOLESCENT ATTITUDES TOWARD ACADEMIC BRILLIANCE
By Tannenbaum

AFFECTIVE EDUCATION GUIDEBOOK
By Bob Evesle and Rose E. Hall

AHA! Insight into Creative Behavior
By Sidney J. Parnes

AH HAH!
By John A. McCollum

ALTERNATIVE PROGRAMMING FOR THE GIFTED (5)
By Joan Catmul, Wyoming - Department of Education
James Hancock, Mississippi - Department of Education
Robert Huckins, South Dakota - Department of Education
Joyce Runyon, Florida - Department of Education

AMUSEMENT IN DEVELOPING THINKING AND SURVIVAL SKILLS
By Alice A. Clack and Carol H. Leitch

ANALOGIES SKILLS - Volumes A, B, C, D
By Anita Harnadek

BETTER TEACHING FOR THE GIFTED
By Ruth A. Martinson

BIOLOGY EXPERIMENTS FOR CHILDREN
By Ethel Hanauer

BRIGHT IDEAS - Complete Enrichment Units From a Gifted Resource Room - Grades 4-8
By Ellen Tan, Pam Piwnica, Sue Parker

CALCULUS PRIMER, A
By Professor E. McSquared, Howard Swann, John Johnson

CATALYST - Gifted and Talented
By Education Products Center in Cooperation with the Office of General Education, South Carolina Department of Education

CELEBRATION OF CREATIVITY CATALOG
By Dean Frost

CHANGE FOR CHILDREN
By Sandra N. Kaplan, JoAnn B. Kaplan, Sheila K. Madsen, Bette K. Taylor

CLASS MENAGERIE, THE
By Melodee Landis

CHEMISTRY EXPERIMENTS FOR CHILDREN
By Virginia L. Mullin

CLASSROOM CHEMISTRY - Investigations in Science - Science Activity Cards
No Author Listed

CLASSROOM IDEAS FOR ENCOURAGING THINKING AND FEELING
By Frank E. Williams

CLOUDBURST OF MATH LAB EXPERIENCES, A - Volume 4
By Buckeye, Ewbank, Ginther - Midwest Publications

COMMERCIAL RESOURCES LISTING

CREATIVE ACTIONBOOK
By Ruth B. Nolier, Sidney J. Parnes, Angelo M. Biondi

CREATIVE ENCOUNTERS IN THE CLASSROOM
By Massialas, Zevin

CREATIVE EXPRESSIONS: Journal for the Education of the Gifted

CREATIVE LEARNING AND TEACHING
By L. Paul Torrance and R.E. Myers

CREATIVE PROBLEM SOLVING: Think Book
By Christie/Maraviglia

CREATIVE PROCESS, THE
By Angelo M. Bionidi

CREATIVE SCIENCING
By Alfred DeVito and Gerald H. Crockover

CREATIVITY: Unlocking Human Potential
By Sidney J. Parnes

CRITICAL THINKING - Book I
By Anita Harnadek

CULTURAL DIVERSITY and THE EXCEPTIONAL CHILD
By Bransford, Baca and Lane

DEVELOPING CREATIVITY IN CHILDREN
By Charles E. Schaefer

DISCOVER MAINE THROUGH HANDICRAFT
By Emma J. MacDonald and Cynthia M. Ayer

DON'T TEACH - Let me Learn About Aeroydnamics, Robots and Computers, Science Fiction, Astronomy
By Nina E. Crosby and Elizabeth H. Marten

DON'T TEACH - Let me Learn About Tear-Jerkers, Humor, Cartoons and Comics, the Newspaper
by Nina E. Crosby and Elizabeth H. Marten

EARTH PEOPLE ACTIVITY BOOK, THE
By Joe Abruscato and Jack Hassard

EDUCATING THE GIFTED
By V.S. Ward

EDUCATION OF GIFTED/TALENTED
By Gallagher, Weiss

EDUCATION OF THE GIFTED/TALENTED
By U.S. Office of Education

ELECTRICITY EXPERIMENTS FOR CHILDREN
By Gabriel Reuben

ELEMENTARY AND SECONDARY LEVEL PROGRAMS FOR THE GIFTED/TALENTED
By Morgan, Tennant and Gold

ENCOURAGING CREATIVE LEARNING FOR THE GIFTED/TALENTED
By Donald Treffinger

ENTOMOLOGY: Investigate Activities for Could-Be Bug Buffs
By F. Nell Mathews

EXCELLENCE
By John W. Gardner

EXPERIENCING BIOGRAPHY
By Robert E. Beck

FIRST GLANCE
By Tull Kupferberg and Sylvia Tolp

FLUB STUBS - Presscriptive Task Cards to Improve Writing Skills
No author listed

FOR PARENTS ONLY ... Practical Advice to Parents on Special Education
By Midwest Regional Resource Center, 1979

GIFTED, THE (1978 Programs and Services)
By Board of Education, City of Chicago, Joseph P. Hannon, General Superintendent of Schools

GIFTED AND TALENTED AN IDENTIFICATION MODEL
By Cornelius Tongue and Carmian Sperling

GIFTED AND THE CREATIVE, THE - A Fifty-Year Perspective
Edited by Julian C. Stanley, William C. George and Cecilia H. Solano

GIFTED CHILDREN
By Joan Freeman

GIFTED CHILD QUARTERLY (Journal)

GIFTED/CREATIVE/TALENTED (Journal)

GIFTED YOUNG CHILDREN
By Roedelle, Jackson and Robinson

GOOD CENTS - Every Kid's Guide to Making Money
By Amazing Life Games Company Members

GREAT PAPER AIRPLANE FACTORY, THE
By Becky and Charles Daniel

GUIDE FOR EDUCATING A GIFTED CHILD IN YOUR CLASSROOM, A
By Ruth F. Lawless

GUIDE TO CREATIVE ACTION
By Sidney J. Parnes, Ruth B. Noler, Angelo M. Biondi

GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED AND TALENTED, A
By Joseph s. Renzulli

GUIDELINES FOR INSERVICE EDUCATION, GIFTED/TALENTED
By South Carolina Department of Education

HANDBOOK OF INSTRUCTIONAL RESOURCES AND REFERENCES
By Frances Karnes

IDEAS FOR URBAN/RURAL GIFTED/TALENTED
By Jean M. Blanning

IDENTIFICATION OF GIFTED AND TALENTED STUDNETS (Matrix Kit)
By Alexinia Baldwin and Judith Wooster

IDENTIFICATION OF THE GIFTED
By Elizabeth Hagen

IDENTIFICATION OF THE GIFTED AND TALENTED, THE
By Ruth A. Martinson

IF I COULD PUT ON PAPER ... Things That Touch My Heart
By Bert Decker

IMAGINE THAT!
By Joyce King and Carol Katzman

IMAGINATION AND LANGUAGE - Creative Writing Experiences in the Imaginative Use of Language - Grades 4-8
By Linda Wermuth

IMAGINATION EXPRESS
By Gerald Dipego

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
By Joseph S. Renzulli and Linda H. Smith

INSECTS - A Kit

INSERVICE TRAINING MAN
By Sandra Kaplan, et. al.

KEYS TO UNDERSTANDING MANKIND - Open-ended reading task cards
No author listed

LOVING AND BEYOND
By Joe Abruscato and Jack Hassard

LUNCHROOM WASTE - A Study of "How Much and How Come"
By Clista Dow

MAGNETISM AND ELECTRICITY - A Kit

MIND STIMULATING ACTIVITES
By Mandan Mohan and Sebastian Laspada

MORE BOOKS BY MORE PEOPLE
By Lee Bennett Hopkins

MULTIDIMENSIONAL SCREENING DEVICE FOR THE IDENTIFICATION OF GIFTED/TALENTED CHILDREN
By Bella Kranz

NEW DIMENSIONS IN CREATIVITY
By Joseph Renzulli

NEW DIRECTIONS FOR GIFTED EDUCATION
By compiled report on Bicentennial Midyear Leadership Training Institute held in Kansas City, January 26 and 27, 1976

NEW GENERATION OF LEADERSHIP
By National/State Leadership Training Institute

NICE NIFTY INNOVATIONS FOR CREATIVE EXPRESSION
By Phyllis G. Kaplan, Susan K. Crawford, Shelley L. Nelson

OPEN TO CHANGE
By Hal Malehorn

OTHER SIDE OF THE ELEPHANT, THE
By June Allen

PERFORMANCE LEVELS OF A SCHOOL PROGRAM SURVEY (PLSPS) (Kit)
By Frank Williams

PLANT WORD, THE - Investigations in Science - Science Activity Cards
No author listed

PROGRAMS FOR GIFTED/TALENTED/CREATIVE CHILDREN
By Ruth F. Lawless

PROJECT GATEWAY - Volume 11
By Lafayette County Schools - Oxford, Mississippi

PROMOTE - Discover Ways to Learn and Research
By Patricia Weber

PSYCHOLOGY AND EDUCATION OF THE GIFTED - 2nd Edition
By Walter B. Barne and Joseph S. Renzulli

PSYCHOLOGY AND EDUCATION OF THE GIFTED/TALENTED
By U.S. Office of Education

REACH EACH YOU TEACH
By Donald J. Treffinger, Robert L. Hohn, John F. Feldhusen

REACHING OUT: ADVOCACY FOR THE GIFTED/TALENTED
By American Association for Gifted Children

RECIPES FOR LEARNING
By Gail Lewis and Jean M. Shaw

ROEPER REVIEW - JOURNAL ON GIFTED EDUCATION: and TEACHING EXCEPTIONAL CHILDREN

SCAMPER - Games for Imagination Development
By Robert F. Eberle

SCRATCHING THE SURFACE OF CREATIVE PROBLEM SOLVING: A Bird's Eye View of CPS
By Ruth Mollier

SOI KIT
By Mary Meeker

SPRINGBOARDS TO CREATIVE WRITING
By Fred Christensen

STARPOWER (Providing for Gifted/Talented) MODULES
By Region 13 Education Service Center

STEP (Sage Teacher Education Program for teacher of gifted/talented)
TRAINER'S MANUAL
By Idaho State Department of Education

TAKE A LOOK AT NATURE
By Dorothy Thompson

TEACHER'S MANUAL - A CLOUDBURST OF MATH EXPERIMENTS
By Midwest Publications, Inc.

TEACHING FOR CREATIVE ENDEAVOR
By William B. Michael

TEACHING GIFTED CHILDREN
By Dorothy Sisk

TEACHING PROCESS AND ARTS AND ASETHETICS
By National Institute of Education

TEACHING THE BRIGHT AND GIFTED
By Norma Cutts

TEACHING THE GIFTED CHILD - 2nd Edition
By James J. Gallagher

TEN-MINUTE FIELD TRIPS (A Teacher's Guide)
By Helen Ross Russell

THINK-INS
By Sandra N. Kaplan and Sheila K. Madsen

TOWARD SUPERSANITY Channeled Freedom (Research Supplement)
By Sidney J. Parnes and Ruth B. Noller

TRAINING TEACHERS OF THE GIFTED/TALENTED
By Margaret Lindsey

TURNING STUDENTS ON THROUGH CREATIVE WRITING
By Mary Altoa

UNIVERSAL TRAVELER, THE
By Don Koberg and Jim Bagnall

VALUES
By Don Loberg and Jim Bagnall

VICTORIAN HOUSE-KEEPING: A Combined Study of Restoration and Photography
By Judith A. Johnson

WATSON-GLASER CRITICAL THINKING APPRAISAL
By Watson, Glaser

WHAT MAKES YOU SO SPECIAL?
By Sherri A. Heller

WHAT TO DO FOR THE GIFTED FEW
By Judith S. Wooster

WHOLE COSMOS, THE
By Joe Abruscato and Jack Hassard

WORD THEATRE
By Richard Boning

WORKING WITH SUPERIOR STUDENTS
Edited by Bruce Shertzer

YOUNG CHILD EXPERIENCES, A
By Sandra N. Kaplan, JoAnn B. Kaplan, Shella K. Madsen, Betty G. Taylor

YOUNG, GIFTED, AND HANDICAPPED
By Sharlene P. Hirsch

LISTING OF ADDITIONAL PAMPHLETS ALSO AVAILABLE

DEVELOPING INDIVIDUAL EDUCATION PROGRAMS FOR THE GIFTED/TALENTED
By Butterfield, Kaplan, Meeker, Renzulli, Smith, Treffinger

GIFTED AND TALENTED: AN INTRODUCTORY BOOKLET
Nebraska Deparment of Education

GUIDELINES FOR DEVELOPING A PROGRAM FOR THE GIFTED/TALENTED
Nebraska Department of Education

INDIVIDUAL INSTRUCTION THROUGH LEARNING CENTERS
Nebraska Department of Education

MYTH-INFORMATION ABOUT GIFTED EDUCATION
Nebraska Department of Education

RULE #3: NEBRASKA GUIDELINES ON IDENTIFICATION AND PROGRAM REQUIREMENTS
Nebraska Department of Education

SUPPLEMENT TO RULE #3
Nebraska Department of Education

TAXONOMY GAME
Nebraska Department of Education

THE GIFTED CHILD AT HOME AND AT SCHOOL
Nebraska Department of Education

TORRANCE TESTS OF CREATIVE THINKING
By E. Paul Torrance, Ph. D.

WHAT MAKES GIFTEDNESS?
By Joseph S. Renzulli

THE ENRICHMENT TRIAD MODEL
By Joseph S. Renzulli

MISSION: POSSIBLE
By Irene Toovey and Barbabra Nidzgorski

MY BOOK OF THINGS AND STUFF
By Ann McGreevy

MORE M.A.G.I.C. K.I.T.S.
By Janet Heuer, Ann Koprowiez, and Ruth Harris

CRYSTALS, INSECTS, AND UNKNOWN OBJECTS
By John McGavack Jr. and Donald P. LaSalle

THE ALMOST WHOLE EARTH CATALOG OF PROCESS ORIENTED ENRICHMENT MATERIALS
By Emily D. Stewart and Martha Howard Dean

LEARNING STYLES INVENTORY
By Joseph B. Renzulli and Linda H. Smith

GUPPIES, BUBBLES, AND VIBRATING OBJECTS
By John McGavack Jr. and Donald P. LaSalle

THE REVOLVING DOOR IDENTIFICATION MODEL
By Joseph S. Renzulli, Sally M. Reis, and Linda H. Smith

A GUIDEBOOK FOR DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS
By Joseph S. Renzulli and Linda H. Smith

ZEPHYR LEARNING PACKETS - ASTRONOMY
Zephyr Press

ZEPHYR LEARNING PACKETS - MARINE BIOLOGY
Zephyr Press

ZEPHYR LEARNING PACKETS - THE AMERICAS
Zephyr Press

ZEPHYR LEARNING PACKETS - SCIENCE FICTION
Zephyr Press

ZEPHYR LEARNING PACKETS - VOLCANOLOGY
Zephyr Press

ZEPHYR LEARNING PACKETS - WASSILY KANDINSKY
Zephyr Press

LANGUAGE REMEDIATION AND EXPANSION
Communication Skill Builders, Incorporated

A BOOK OF PUZZLEMENTS
Schoken Books

THE GIFTED - THE FAMILY - AND THE COMMUNITY
Walker and Company

CAPTURE CREATIVITY
Communication Skill Builders

SCRIPT WRITER - CEREALS, SOAPS AND SPORTCAPS
Creative Learning Systems, Incorporated

SCRIPT WRITER - SPACE SAGA
Creative Learning Systems, Incorporated

SCRIPT WRITER - INVESTIGATIVE REPORTING
Creative Learning Systems, Incorporated

VIII. RESOURCES FOR CREATIVE PROBLEM SOLVING

If you are interested in learning more about creative problem solving, and many of the methods and techniques that can be used in each stage of the process, there are numerous resources that will be valuable. Some of these include:

1. Feldhusen, J.F. and Treffinger, D.J. Teaching Creative Thinking and Problem-Solving. Dubuque, Iowa: Kendall-Hunt, 1977.

2. Noller, R.B. Scratching The Surface of Creative Problem-Solving: A Bird's Eye View of Creative Problem Solving. Buffalo, New York: D.O.K., 1977.

3. Noller, R.B., Heintz, R., and Blaeuer, O. Creative Problem Solving in Mathematics, Buffalo, New York: D.O.K., 1978.

4. Noller, R.B., Parnes, S.J., and Biondi, A.M. Creative Actionbook, New York, New York: Charles Scribners Sons, 597 Fifth Avenue, 1977.

5. Noller, R.B., Treffinger, D.J., and Houseman, E.D. It's a Gas to Be Gifted: Creative Problem Solving for the Gifted and Talented. Buffalo, New York: D.O.K., 1979.

6. Osborn, Alex F., Applied Imagination. 3rd Edition, Charles Scribner's Sons 1963.

7. Parker, J. The Process: Creative Problem Solving in Five Steps. G/C/T Magazine, 1978, 1, 60-63.

8. Parker, J. Future Problem Solving: Stimulus for Tomorrow's Leaders. G/C/T Magazine, 1978, 1(3), 29-31.

9. Parnes, S.J. Guiding Creative Action. Gifted Child Quarterly, 1977, 21, 460-476.

10. Parnes, S.J., Noller, R.B. and Biondi, A.M. (eds) Guide to Creative Action. New York, New York: Charles Scribner's Sons, 1977.

11. Torrance, E.P. Future Careers for Gifted and Talented Students. Gifted Child Quarterly, 1976, 20, 142-156.

12. Torrance, E.P. Helping your G/C/T Child Learn About The Future. G/C/T Magazine, 1978, 1 (1), 5+28, 29.

13. Torrance, E.P., Bruch, C.B., and Torrance, J.P. Interscholastic Futuristic Problem Solving. Journal of Creative Behavior, 1976, 10, 117-125.

14. Treffinger, D.J. Encouraging Creative Learning for the Gifted and Talented: A Handbook of Methods and Techniques. Ventura, California: Ventura County Superintendent of Schools, LTI Publications, 1979.

15. Biondi, A. The Creative Process. D.O.K. Publishers, Incorporated, 71 Radcliffe Road, Buffalo, New York 14214.

16. Parnes, S.J. AHA! Insights in Creative Behavior. D.O K. Publishers, Incorporated, 71 Radcliffe Road, Buffalo, New York 14214.

17. Parnes, S.J. Creativity: Unlocking Human Potential. D.O.K. Publishers, Incorporated, 71 Radcliffe Road, Buffalo, New York 14214.

18. Biondi, A. and Parnes S.J., Assessing Creative Growth: The Tests, Book One. Creative Synergetics Associates, Limited, 4623 261 Street, Great Neck, New York 11020.

19. Biondi, A. and Parnes S.J., Assessing Creative Growth: Measured Changes, Book Two. Creative Synergetics Associates, Limited, 4623 261 Street, Great Neck, New York 11020.

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X. NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION MATERIALS

A Literature-Based Reading Program for Gifted Students: 1982, Hagen, Kathy and Mickelson, John.

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(1) Mount St. Helens: tabloid
(2) Mount St. Helens: Classroom Activities - Elementary
(3) Mount St. Helens: Classroom Activities - Secondary

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XI. SELECTED REFERENCES: PROGRAM EVALUATION

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STATE OF SOUTH DAKOTA FIVE YEAR PLAN FOR EDUCATION OF THE GIFTED

A suggested five year plan for education of the gifted is a result of study and research conducted by a statewide task force during the summer of 1983. The plan represents the identified areas of need for the State Educational Agency in working toward full services for students who display gifted behaviors. A timeline for each of the specified goals and objectives is included in order to establish an orderly process for the implementation of a statewide comprehensive program for the gifted.

NEED 1: IDENTIFICATION

GOALS	OBJECTIVES	TIMELINE
A. To provide early and continuous identification of all gifted children (grades 1-12) including screening, referral, evaluation, and placement.	1. To provide local education agencies with information concerning appropriate evaluative instruments and procedures for identification. Such information shall be included in the state's plan and updated through periodic mailings.	July 1, 1984 through July 1, 1989
	2. To provide technical assistance to local education agencies in establishing identification programs for gifted children.	July 1, 1984 through July 1, 1989
	3. During program reviews, to give focus to education of gifted children and to require addition of gifted to local education agency's Child Find program.	July 1, 1984 through July 1, 1989

NEED II: DIFFERENTIATED CURRICULUM

GOALS	OBJECTIVES	TIMELINE
A. To provide a base for developing differentiated curriculum for the educaton of gifted children.	1. To develop a state resource center for gifted materials in the following categories:	July 1, 1984 through July 1, 1987
	a. general intellectual ability and specific academic aptitude;	July 1, 1985
	b. creative and productive thinking;	July 1, 1986 July 1, 1987
	c. leadership ability.	
	2. To make every effort to enlist a wide variety of interested citizens in the development of gifted children in South Dakota.	July 1, 1984 through July 1, 1989
	a. to solicit support and commitment from parents of gifted children;	
	b. to seek support for mentor and other types of programs from industries, corporations, and agencies;	
	c. to promote the development of research data, input and positive support for education of the gifted from colleges and universities;	
	d. to encourage parental/community involvement in development of educational programs for gifted children.	
	3. To establish criteria/methods for differentiating curriculum at the local level, in all curricular areas.	July 1, 1984 through July 1, 1989

NEED II: DIFFERENTIATED CURRICULUM

GOALS	OBJECTIVES	TIMELINE
B. To implement, monitor, and refine the Least Restrictive Environment concept for gifted education programs.	1. To identify criteria for: a. Intraclassroom; independent study (flexible scheduling) team teaching advanced/honors classes supplemental learning materials classroom contracts cluster grouping b. Extraclassroom; multi-age grouping resource/interest centers itinerant teachers mentorships (tutorial) student internships community resource (talent bank) artists-in-the-schools field trips seminars special classes weekend study programs summer school activities special schools off campus enrollment or advanced placement c. Acceleration; "grade skipping" early programming (preschool) early admission (permissive)	July 1, 1985 through July 1, 1989

NEED II: DIFFERENTIATED CURRICULUM

GOALS	OBJECTIVES	TIMELINE
	d. Special Programs; Future Problem Solving Olympics of the Mind Midwest Talent Search.	
C. To outline clearly the State Education Agency/ Local Education Agency responsibilities for the education of gifted students.	1. To provide the following through local education agency responsibility: a. To develop student activities appropriate to students' needs on an Individual Educational Program; b. To assess needs of local school's program to meet needs of students, rather than have students meet needs of a school's program.	July 1, 1985 through July 1, 1989

NEED III: STAFF DEVELOPMENT

GOALS	OBJECTIVES	TIMELINE
A. To provide a basis for Local Education Agencies to train staff (including counselors, librarians, and media or computer specialists) in the education of the gifted.	1. To sponsor conferences, workshops, and seminars on gifted education.	July 1, 1984 through July 1, 1985
	2. To coordinate through institutions of higher education pre-service and in-service education for administrators, special education teachers, regular classroom teachers, teachers in programs for the gifted, coordinators, evaluators: a. consider for certificate renewal; b. consider for college credit; c. consider for gifted endorsement.	July 1, 1984 through July 1, 1989
	3. To develop media presentations for the purpose of informing parents and educators on how gifted children are identified, evaluated and placed into educational programs for the gifted.	July 1, 1985

NEED III: STAFF DEVELOPMENT

GOALS	OBJECTIVES	TIMELINE
B. To provide basic information to all teachers, administrators, parents, and other interested persons on the major principles necessary to afford gifted children on appropriate education.	1. To provide on written request regional/statewide workshops, regarding nature of the gifted child, differentiated curriculum, creativity, and methods/materials for teaching gifted children. 2. To provide on written request information at public meetings on all facets of education for the gifted.	September 1, 1984 through July 1, 1989

NEED IV: EVALUATION OF I.E.P.'S

GOALS	OBJECTIVES	TIMELINE
A. To provide early and continuous evaluation of the I.E.P.s of gifted children.	1. To evaluate the appropriateness of local school program activities in meeting the needs of the student.	July 1, 1985 through July 1, 1989
	a. through program approval by the State Superintendent;	
	b. through evaluations of I.E.P.s during program reviews of local education agency by the Section for Special Education.	
	2. To evaluate the placements and Least Restrictive Environments for appropriateness in meeting the needs of the student.	July 1, 1985 through July 1, 1989
	a. through program approval by the State Superintendent;	
	b. through evaluations of I.E.P.s during program reviews of local education agency by Section for Special Education.	

NEED V: PARENT AND COMMUNITY INVOLVEMENT

GOALS	OBJECTIVES	TIMELINE
A. To inform parents and communities of the need for free appropriate educational programs for gifted children.	1. To develop media presentations for the purpose of informing parents on how gifted children are identified, evaluated and placed into educational programs for the gifted.	June, 1985
	2. To utilize existing parent and community groups in informing others of the need to develop educational programs for the gifted.	July 1, 1984 through July 1, 1989
	3. To disseminate information on parental due process rights.	July 1, 1984 through July 1, 1989
	4. To solicit support and commitment from parents of gifted children.	July 1, 1984 through July 1, 1989
	5. To provide a state steering group composed of parents, community members, educational professionals and others to regularly monitor, advise, and consult with the Division of Elementary and Secondary Education, Section for Special Education.	July 1, 1985

SAMPLE ADDITIONS TO SPECIAL EDUCATION COMPREHENSIVE PLAN

The items addressed in this outline are those necessary to bring the local school district special education comprehensive plan as required by Chapter 24:05:07:03 of the Administrative Rules of South Dakota into compliance with ARSD 24:05:08:06 (Program Standards for Education of the Gifted). The following represents the minimum components which a district must include to be in compliance with S.D.C.L. 13-37 and ARSD 24:05. Specific information, including sample wording, to assist a district in designing a local plan for educating children who are gifted and which will meet these requirements may be found in The South Dakota Guide for Education of the Gifted. All items listed in Parts I-V below must be addressed and included in written form as a part of your existing plan or included in full as a new section.

I. FULL PROGRAM SERVICES, GOALS, AND PROCEDURES

Items found in Appendix A-1 of the Guide for Education of the Gifted should prove useful in completing Part A below.

A. Program Services: The comprehensive plan must address the following aspects:

1. Determine a program model(s). (See Guide; Types of Educational Options Suitable for Gifted, pages 47-52.)

2. Define possible content/curriculum areas and alternatives which will facilitate implementation of Individual Educational Programs.

3. Determine grade levels and timelines for program implementation.

4. Determine frequency and length of sessions during which students receive direct services to meet their needs.

5. Determine adequate provisions for facilities, equipment, and materials.

6. Determine personnel responsible for planning, implementing, coordinating and/or evaluating the program.

7. Determine transportation guidelines which will facilitate implementation of the Individual Educational Program.

8. Determine the amount of involvement that professional staff in all types of positions will be required to provide in facilitating implementation of Individual Educational Programs.

9. Determine a budget to support the program.

B. Goals: The comprehensive plan must address the following components: (See Guide, pages 3-8.)

1. A statement of philosophy reflecting the district's commitment to education of students who may be gifted.

2. A statement of the district's needs to initiate, develop, evaluate, monitor, and continuously refine a program which will address the needs of children who display gifted behaviors.

3. A statement of prioritized district goals and timelines for implementation must be made based upon the statements of philosophy and need. (See Guide; Appendix A-8, pages 130-134.)

4. A local district statement of definition must be determined, and at a minimum be pursuant to 24:05:01:01 (12).

C. Procedures: The comprehensive plan must address the following items:

1. Only statements of procedures which vary from other special education procedures of the district should be noted in this section.

2. This section must include any alternative Individual Educational Program, referral, reporting, placement, and evaluation procedures/forms. (See Guide; Appendix B, pages 142-175, and Appendix C, pages 176-207.)

II. ONGOING CHILD IDENTIFICATION INCLUDING SCREENING, REFERRAL, EVALUATION, AND PLACEMENT

A. Identification:

A system for identification which must include screening a minimum of all children above the 97th percentile in general intellectual ability or specific academic aptitudes, and may include screening in leadership ability and in creative and productive thinking. (See Guide; Child Find and Identification, pages 16-32.) This system must include specifications for types of objective group test measures and subjective informal measures/observations, who will administer these screening measures, to what grade levels they will be administered and when during the year they will be given. Any gifted program referral procedures which vary from other special education referral procedures of the district should be noted in this section.

B. Multifaceted Child Evaluations:

This section must specify the evaluation instruments to be used in completing a multifaceted evaluation of the needs of the child. (See Guide; Chart B, pages 23-28.) (See Guide; Evaluation, pages 34-39.)

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C. Nondiscriminatory Testing Procedures:

This section must specify how the district will take into account gifted students who may be underachievers, culturally different, economically disadvantaged, or handicapped. (See Guide; Matrix D, page 32.) (See Guide; Evaluation, page 34.)

D. Placement and Program Development

Specify any gifted program placement, Individual Educational Program development, and annual review procedures (together with forms) which vary from other special education procedures of the district.

III. DUE PROCESS

Specify any due process procedures for the gifted program which vary from P.L. 94-142, S.D.C.L. 13-37, or ARSD 24:05:07:14.

IV. CONFIDENTIALITY

Specify any confidentiality procedures for the gifted program which vary from the 1974 Family Education Rights and Privacy Act.

V. STAFF DEVELOPMENT

Specify inservice programs which will be provided to assist all educational staff and other interested persons in obtaining the information required to implement the gifted program. Specify when the annual needs assessment will be conducted, and who will compile the results and prioritize needs identified, and who will be responsible for planning the program to address them. The plan must specify the topics, presenters for each, and the length of each session planned. It is suggested that this special education staff development be in accordance with the district's inservice education and staff development plan pursuant to ARSD 24:03:02:06.01(7). (See Guide; Preservice and Inservice Staff Development, pages 55-58.)

Further it is noted that the district comprehensive plan may include many other items which are not required for minimal compliance. As a final step in the development of the additions to the district's special education comprehensive plan, it is suggested that the items included in Appendix F-8 be accommodated, since these components represent aspects which are essential to effective programming. (See Guide; pages 235-242.)

APPENDICES

APPENDIX A: Planning, Steering and Coordination by Local Committee

A-1. Areas for Consideration in Planning a Gifted Program

A-2. Areas for Consideration in Planning a Gifted Program

A-3. Gifted Program "Visitations"

A-4. Needs Assessment Survey to Assist in the Development of a Gifted Student Education Program

A-5. Gifted Education Survey General Questions

A-6. Community Resource Survey

A-7. Questionnaire: Community Resources Available for Gifted Program

A-7a. Sample Letter - Volunteers

A-8. Sample Philosophy Statements and Program Goals

A-9. ALPHA Management Evaluation Form

A-10. Gifted Program Planning Committee Form

APPENDIX A-1

AREAS FOR CONSIDERATION IN PLANNING A GIFTED PROGRAM

ACTIVITIES

	PERSON RESPONSIBLE	PLANNED TIMELINE	COMPLETED	MEETS STATE GUIDELINES	EXCEEDS STATE GUIDELINES
Select a coordinator of planning stage					
Define coordinator job description					
Form a planning committee					
Visit and study existing programs					
Survey literature and materails					
Plan a comprehensive needs assessment					
Develop a written proposal including					
Write philosophy					
Develop goals and objectives					
Write definition					
Develop identification procedures					
Select program models					
Define content/curriculum					
Establish grade levels					
Determine frequency/length of sessions					
Develop IEP forms					
Develop methods for reporting					
Provision for facilities					

	PERSON RESPONSIBLE	PLANNED TIMELINE	COMPLETED	MEETS STATE GUIDELINES	EXCEEDS STATE GUIDELINES
Provision for materials and equipment					
Define Personnel needs					
Employ or designate persons to implement or coordinate					
Define Personnel job description					
Transportation considerations					
Involvement of professional staff					
Meet with building administrators and teachers					
Involvement of parents/community					
Develop resource bank					
Provisions for information sharing (inservice, staff development, community awareness)					
Budgetary considerations					
Provisions for accountability					
Plan for evaluation					
Develop a timeline					

APPENDIX A-2

AREAS FOR CONSIDERATION IN PLANNING A GIFTED PROGRAM

ACTIVITIES

	Most Important 5 4 3 2 1 Least Important	Timeline	Who Will Be Responsible
1. Decide on curricular areas in which the program will focus.			
2. Develop an identification system.			
3. Review literature on programs for gifted.			
4. Survey the community for agencies and facilities that might serve as resources.			
5. Prepare a proposal budget.			
6. Develop job specifications for program coordinator.			
7. Select a program coordinator.			
8. Decide on which grade levels will be involved in the program.			

	Most Important 5 4 3 2 1 Least Important	Timeline	Who Will Be Responsible
9. Formulate a statement of the philosophy of your program.			
10. Survey the extent and variety of gifted students in our district			
11. Develop a system for reporting to parents.			
12. Review literature on identification instruments.			
13. Decide on how many students the program will serve.			
14. Survey the community for potential resource persons.			
15. Develop a plan for program evaluation.			
16. Review literature on characteristics of gifted.			
17. Decide on type of program model which will best serve our district (independent research program, team-teaching, etc.)			
18. Obtain space in one or more building.			

	Most Important 5 4 3 2 1 Least Important	Timeline	Who Will Be Responsible
19. Survey the facility for potential resource persons.			
20. Develop awareness of need for a program on the part of the faculty.			
21. Establish general goals and objectives.			
22. Establish a planning committee.			
23. Review and select curricular materials.			
24. Obtain the services of a general consultant.			
25. Visit other programs.			
26. Decide on how much time students will spend in the program.			
27. Develop in-service opportunities which will provide information and resources in in-depth stages for building personnel.			

	Most Important 5 4 3	Least Important 2 1	Timeline	Who Will Be Responsible
28. Devise means for communicating information about the gifted program to teaching staff, parents, community (newsletters, PTA meetings, bi-monthly meeting, etc.).				
29. Develop effective means for evaluating and revising curriculum and general program development.				

APPENDIX A-3

Gifted Program Visitations

Date:

Name of School and/or District:

Contact Person:

School Population:

Number of students identified as gifted:

Description of Program:

Staff (include name/position/responsibility):

Criteria for Placement (include teacher referral-behavior checklist, testing information: ability, achievement, diagnostic, creativity checklist, etc.)

Curriculum Material (printed material/audio-visual/people/places/etc.):

Cost:

Total Program:

Per Student:

Plus

Minus

APPENDIX A-4

Needs Assessment Survey To Assist In the
Development Of A Gifted Student Education Program

I. Area of Giftedness-General Intellectual Ability

Students who are bright in their thinking, problem solving and decision making through the use of higher mental processes shown by performance on tests or observed behavior	Not Being Done	Rarely Being Done	Usually being done but need more	Adequately being done
1. Are tests given for measuring intellectual abilities of students at your school? a. What test? b. At what grade level?				
2. Are test scores used in selecting students for enrichment activities in your class?				
3. Are students identified as intellectually bright being accelerated in grade levels? subject levels?				
4. Are students suspected of giftedness according to group test scores recommended for individual testing to verify their intellectual potential?				
5. Are special school activities available to those who consistently excel in intellectual abilities?				
6. Do others (specialists, peers, parents, mentors) from outside school come to school to work specifically with the bright students?				
7. Are intellectually bright students allowed to leave the class for activities designed for them? a. Are they in or away from your building?				

II. Area 2 - Specific Academic Aptitudes

Students who possess outstanding knowledge about a specific subject. (e.g. math superiority)

Not Being Done	Rarely Being Done	Usually being done but need more	Adequately being done

1. Are students observed capable of working about grade level individualized within your class and allowed to go beyond the average in a subject area?

2. Does your school provide special options for those able to perform academically above grade level? What options?
   honors classes
   field trips
   advanced placement
   mentors
   research activities
   individualized projects

III. Area 3 - Leadership Ability

Students who set patterns of behavior for others or assume leadership. Those who get others to do as they would like them to do.

Not Being Done	Rarely Being Done	Usually being done but need more	Adequately being done

1. Are there means for measuring leadership abilities in students in your class?
   If so how are they measured?
   by performance
   leadership sociometrics
   scales
   checklists
   anecdotal records
   teacher observations

2. Are those identified as leaders given opportunities to assume leadership roles in your class?
   How?

IV. Area 4 - Creative Thinking Ability

Students who engage in divergent processes of fluent, flexible, original, and elaborative thinking; coming up with creative productions as a result of such processes.

	Not Being Done	Rarely Being Done	Usually being done but need more	Adequately being done
1. Are there means provided for measuring creative thinking in your class? If so, how? creativity tests observations creativity checklists demonstrated performance				
2. Are students who excel in creative thinking encouraged to bring and work on hobbies, collections, imaginative ideas, and/or inventions?				
3. Do you provide lessons which require creative thinking?				
4. Do you have special activity centers set up where students can work on creative ideas?				

APPENDIX A-5

Gifted Education Survey
General Questions

1. Do you believe the intellectually gifted child is being adequately served at the elementary level?

2. Do you desire assistance in developing specific activities or courses of study of intellectually gifted students?

3. Is there sufficient staff development and training available to you in the area of teaching the intellectually gifted?

4. Do you feel the present level of staffing is adequate to do necessary testing of students exhibiting intellectual giftedness?

5. What role do you see for an individual hired to organize and implement a gifted student program at the elementary level?

6. Do you think a gifted education program should receive top priority in 19___-___?

7. Please comment on development of a gifted education program. Do the students or teachers need it?
Rationale for and against it?

8. What specific materials have you used successfully in teaching the accelerated learner and/or intellectually gifted student?

(Use back for additional entries)

9. Grade level you teach or position you hold?

APPENDIX A-6

Community Resource Survey

The Smithville School District is compiling a list of community resources that could be used in the gifted program in our school. Many persons in our community have special interests, hobbies, professions or vocations that could be shared with the students in Smithville's schools.

If you would be willing to share your expertise and knowledge with the students in our schools, please complete the following information and have your child return this form to his/her homeroom teacher. This information will be included in the community resource guide. Thank you.

Name _____ Company/Employer _____

Local Address _____ Business Address _____

_____ _____

Home Phone _____ Business Phone _____

Instructions: Please circle the appropriate response in the right hand margin and fill in blanks when applicable.

1. What is your occupation? _____

2. Could groups of students visit your place of work? ..... YES NO
   a. How many at one time? _____
   b. At what time? _____ A.M. _____ P.M.
   c. Is there an admission fee? ..... YES NO
   d. If answer to (c) is yes, list amount. _____

3. Would you or a representative of our concern by willing to come to school to talk about the type of work done in your business or profession? ..... YES NO

4. Do you have a hobby or other interest area that you would be willing to demonstrate or talk about to students? If yes, describe: _____ YES NO
   _____

5. If you prefer to not make an oral presentation, do you have material that could be displayed? If yes, describe: _____ YES NO
   _____

6. If you have traveled,
   a. Would you be willing to talk about any places you have been? ..... YES NO

b. If your answer to (a) is yes, please list below the places you have visited and check any illustrative material you may have.

Country and/or state	Slides Films	Clothing	Products	Handicrafts	OTHER (Please write)
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____
_____	____	_____	_____	_____	_____

7. For what groups(s) do you think your presentation or materials will be most suitable?

   Elementary _____ Junior High _____ Senior High _____

8. Please suggest names of other people who have expertise in an area and might be willing to share it in a program for gifted education at Smithville:

APPENDIX A-7

QUESTIONNAIRE

COMMUNITY RESOURCES AVAILABLE FOR GIFTED PROGRAM

Name_____Address_____

Home phone_____Business Phone_____Occupation_____

1. Are you willing to volunteer at least some time to work with gifted children in our District's schools?

   Yes_____ No_____

2. If you are willing to provide assistance, please list the areas in which you have specialized knowledge or skills:_____

3. Training and Experience:_____

4. Hobbies:_____

5. Please circle appropriate grade level(s) K 1 2 3 4 5 6 7 8 9 10 11 12

6. I am willing to provide assistance: _____hours per week, _____days per month.

7. The best time of day during which I could provide assistance is:
   a.m., between the hours of _____ and _____;
   p.m., between the hours of _____ and _____;
   other_____

8. Preference for involvement: (Please check one or more--see definitions below).
   Mentorship_____; Consultant teacher for independent projects _____;
   Volunteer worker_____; Resource speaker _____.

9. To provide the assistance described above, are there any special facilities, equipment and/or materials you will need? If so, please describe them briefely:_____

10. Could you suggest other resource people we could contact? Name(s):_____

Mentorships: An individual assigned to work with a student(s) on a regular basis (usually 45 minutes to 1 hour/week) matching the students needs in an area of study with a person having particular expertise in that area or field. This is especially suitable for involving those persons in the community who can provide personal time, expertise and knowledge in various fields.

Consultant Teacher for Independent Projects: An individual available to a student that is working on an independent project at various times. May vary from one hour per nine weeks to whatever student and consultant can work out. (example, you have knowledge of astronomy, the student has not been able to answer all questions he would like to know. Contact is then made with the constultant teacher and a visitation time arranged.)

Volunteer Worker: An individual that would be willing to help supervise activities, round up supplies, do odd jobs that may arise.

Resource Speaker: An individual with expertise in a certain area or field that would be willing to come into a one-to-one, small group, or classroom situation to speak to students about the area or field of interest.

APPENDIX A-7a
Letter to Volunteers

Sample

July 25, 1984

Dear Parents/Guardians,

As you may know, our school district is implementing a program of education for gifted children. An important aspect of this program is its objective of meeting the needs of each individual child with resources that are available within the district and the community in general.

Where certain resources are not available within the district's existing staff, the program plans to rely on assistance from community members serving on a volunteer basis. We are preparing a catalog of resources, including a list of those people who are willing to volunteer some of their time as assistants, and the field or fields in which they have special knowledge, experience or skills.

If you are interested in participating in this innovative program, please complete the attached questionnaire and return it to your child's classroom instructor by _____.

Help our school district offer our children the best educational programs possible so that each child may reach his or her potential and be prepared to face the challenges of tomorrow's world.

The Gifted Program Advisory Committee

APPENDIX A-8

Sample Philosophy Statements and Program Goals

The notion of equality is the basis of our heritage. However, no two individuals are the same. True equality requires that there be equal respect and freedon for individual uniqueness and equal opportunity to develop unequal abilities to the fullest potential.

Mediocrity comes from the misconception that all individuals have equal capacity to learn in all areas of endeavors. Excellence lies in the development of special abilities and talents.

Gifted students have the right to an educational environment where their gifts are respected, not resented nor looked down upon. Therefore, they need certain types of programs and materials in order for them to more nearly achieve their potentials for themselves and for the potential contributions that they may make to the community, state, and nation.

--Kyreene, Arizona, School District

A fundamental premise underlying our democratic way of life is a belief in the intrinsic worth of every individual. It is generally conceded that education is a vehicle by which every individual may advance toward his fullest potential. For the minority of children at the upper end of the mental ability continuum, the regular educational program is inappropriate. The needs, interest, and readiness of these pupils combine to form a mismatch with programs which are relevant for their more average age-mates limits. They require special education consideration but because many people mistakenly believe the gifted are "so good they can take care of themselves," the plight of the highly able student is often ignored and left unchallenged.

--State of California

The guiding characteristics of the Enhanced Learning Program is to provide the gifted with extensions for learning which afford them open circuits for exploring, experiencing and expressing. Activities and opportunities are thus structured to assist the student in assessing and capitalizing upon the unique abilities, talents, interests and needs which represent him as a "self."

--Inglewood, California

Fundamental to the basic ideals of a democratic society is the belief in the intrinsic worth of each individual citizen. To insure the maintenance and improvement of the quality of life in such a society, it is essential to provide educational opportunities for each individual to maximize his/her potential. Thus, society by providing for the growth of the individual, will in turn reap the benefits. Traditionally the most neglected students in education, this group will provide the leaders of tomorrow's world. It is imperative that educational programs be provided for assisting these students to more fully realize their potential.

--State of Nebraska

*From: Batten, Judy. Gifted Program Planning Manual. Lincoln Public Schools, January, 1979.

Sample Goals and Objectives

Representative Program Goals

To identify at every level and in every school those children who are gifted.

To understand the abilities and needs of each gifted child.

To provide the educational program which will enable each gifted child to develop his abilities to the fullest potential.

To prepare mentally gifted minors for responsible and productive adult roles.

To help each participating gifted child gain a realistic and healthy concept of himself--his strengths, weaknesses, areas of needed improvement, and potentialities.

To develop gifted children into intellectually and creatively capable, productive, and compassionate human beings.

To unleash the student's rate of learning and level of achievement.

To provide learning alternatives which are appropriately styled to encourage individual growth at varying levels of abilities, interests, and needs.

To expose the student to wider and farther intellectual horizons which can be pursued throughout this learning career.

To develop each student's ability to recognize, integrate, and utilize his potential in order to become a self-actualizing individual.

To encourage the becoming of an individual while developing responsibility for self and society.

To emphasize individual success and excellence in academic, social, and physical realms.

Academic Achievement and Related Skills

Each gifted student will demonstrate growth in academic achievement and skills commensurate with his anticipated achievement in each subject area.

Each student identified as underachieving in either reading or math will demonstrate growth which is sufficient to reduce the deficit between anticipated and actual achievement in each subject area by forty percent each year.

Given an enrichment curriculum opportunity in the areas of mathematics, social science, language arts, and science 95 percent of the students will be able:

...To achieve a composite percentile ranking in these subjects at the 95th percentile or above as measured by standardized achievement tests administered in the regular testing program of the Smithville School District and

...To achieve a percentile ranking of the 98th percentile in one or more of the subjects above as measured by standardized achievement tests administered in the regular testing program of the regular testing program of the Smithville School District or

...To demonstrate progress toward these two objectives as measured by comparison of test results.

Each student will demonstrate growth in critical thinking by writing statements illustrative of his critical thinking skills and by improving 20 percent per year in performance on an appropriate test of critical thinking.

Each child will increase in his ability to summarize by distinguishing the significant from the insignificant, distinguishing the relevant from the irrelevant, drawing conclusions or making estimates or predictions from information.

The gifted learner will increase his ability to solve problems through analytic reasoning as measured by teacher observation and/or structured situational tests applicable to his maturation level.

Independence and Study Skills

The student will demonstrate his/her ability to plan logically and carry out independently an in-depth study which is relevant to him/her as measured by teacher observation and judgment.

Given the opportunities in an enriched program to explore his/her own individuality, the student will be able:

Part 1. To identify accurately, in self-appraisal essays and ratings evaluated by teachers and counselors, areas of personal strengths and weaknesses, improvements made, and major interests.

Part 2. To demonstrate a positive attitude toward self as judged by teachers and counselors in yearly evaluations of pupils.

Upon completion of an independent or group-studied topic or activity, the student will improve in his/her ability to demonstrate ability in at least two of the areas relative to his/her level or need:

...identifying, acquiring, recalling information
...interpreting, translating information
...organizing, classifying, analyzing information
...comparing, contrasting information
...judging, validating, assessing information...evidenced by:

District-constructed pre and post-survey of skills,

Evaluation of student's independent study log,

Assessment of products according to a district criteria checklist.

Given time during the day to plan and work independently, each child will develop a contract stating what he/she wishes to study, what materials he/she needs, how much time he/she needs, and how he/she will report what he/she has learned as evidenced by teacher judgment.

Self Awareness and Understanding

Each student will demonstrate increased awareness of his/her own abilities and potentials through written and oral communications gathered over a two-year period. Evidence of each student's growth in self awareness will be based on the increased mention of specific abilities and potentials tabulated from pertinent writings of each student.

Each fourth-, fifth-, and sixth-grade student will cite the special abilities, characteristics, and accomplishments of at least two persons who have been recognized for their unique contributions to society and who are assumed to be gifted.

Leadership Characteristics

Given encouragement and opportunities for leadership and service to school, community, and society, the student will be able, at the completion of special class activities;

...To cite five examples from the following list as evidence he/she has voluntarily assumed or been elected to roles of leadership and service:

a. Student body officer, representative, council member, or class officer,

b. Committee chairmanship, committee participation, volunteer, service activities.

c. Club leadership, club participation, selection for honorary groups or clubs.

...To formulate his/her own statement concerning the qualities of positive leadership, citing specific examples of people and/or gifts he/she admires to illustrate major points.

As a result of pursuing an independent or group-studied topic or activity, the student will make gains in exhibiting at least one leadership characteristic appropriate to his/her age, level, interests, and/or needs as evidenced by:

...assuming some position of responsibility for oneself or others within or outside the classroom,

...demonstrating capacity to contribute,

...providing an overt and/or covert social or academic influence.

*From: Kaplan, Sandra. Providing Programs for the Gifted and Talented: A Handbook. Council for Exceptional Children, Reston, Virginia, 1977.

APPENDIX A-9

ALPHA

Management Evaluation Form*

As part of the overall evaluation of the Alpha program, the evaluators would like to obtain some information regarding the effectiveness of the management of the project. The purpose of this questionnaire is to obtain feedback that will assist the project coordinator in meeting the perceived needs of various groups of persons who are connected with the project. This information is being sought at the request of the project coordinator for the sole purpose of helping her to determine the ways in which she may better serve the project.

Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing the questionnaries. Please return the questionnaire in the attached envelope at your earliest convenience. In order to insure a comprehensive evaluation, it is important that all persons complete and return their questionnaires.

Each of the statements below describes a characteristic of a project coordinator or activity that might be involved in the management of a project. Please read the statement carefully and place an X in the appropriate space according to the following scale of values.

1. If you have seldom or never observed this characteristic or activity.

2. If you have occasionally observed this characteristic or activity.

3. If you have observed this characteristic or activity to a considerable degree.

4. If you have observed this characteristic or activity almost all of the time.

5. If you have not had an opportunity to judge this characteristic or activity, or if the activity is not applicable to your role in the project.

*From: Renzulli, J.S. and Callahan, C.M. An Evaluation of Project Improve. Storrs: The University of Connecticut, 1972.

	Seldom or Never	Occasionally	To a Considerable Degree	Almost Always	No Opportunity To Judge Not Applicable
1. The project coordinator provided me with the type of information that is necessary for me to carry out my function in the project.	____	____	____	____	____
2. The information has been provided in a form that enables me to use it in an efficient way.	____	____	____	____	____
3. The information explains the type of problem involved relevant to the decisions that I must make or the action I must take.	____	____	____	____	____
4. The project coordinator has provided me with <u>enough</u> information related to a given problem or activity with which I am involved.	____	____	____	____	____
5. The project coordinator makes his/her attitudes and feelings clear to me.	____	____	____	____	____
6. The project coordinator allows me to participate in decision making when the decision will affect my role or function in the project.	____	____	____	____	____
7. The project coordinator feels that it is important for me to understand the reason why certain decisions have been made.	____	____	____	____	____

	Seldom or Never	Occasionally	To a Considerable Degree	Almost Always	No Opportunity To Judge Not Applicable
8. When confronted with a difficult problem, the project coordinator attempts to reach a solution that will be at least partially acceptable to all concerned.	____	____	____	____	____
9. The project coordinator gives resonable consideration to my suggestions.	____	____	____	____	____
10. The project coordinator attempts to put suggestions made by me into practice.	____	____	____	____	____
11. I feel that the project coordinator is making the best possible use of my contribute to the project.	____	____	____	____	____
12. The project coordinator is just and considerate in assigning duties to his/her subordinates.	____	____	____	____	____
13. The project coordinator is available when I want to talk with him/her.	____	____	____	____	____
14. The general morale of the staff is high.	____	____	____	____	____
15. The project coordinator appears to be operating from a well-organized plan.	____	____	____	____	____
16. I feel that I am sufficiently aware of the short and long-range direction in which the project is heading.	____	____	____	____	____

	Seldom or Never	Occasionally	To a Considerable Degree	Almost Always	No Opportunity To Judge Not Applicable
17. The project coordinator sets realistic deadlines and attempts to see that the deadlines are met.	____	____	____	____	____
18. The project coordinator sees to it that the work of persons who play different roles in the project is well coordinated.	____	____	____	____	____
19. The project coordinator is knowledgeable of pertinent details of his/her subordinate's work.	____	____	____	____	____
20. The essential work of the project gets done on time.	____	____	____	____	____
21. The project coordinator is able to identify and isolate problems.	____	____	____	____	____
22. The project coordinator is flexible and adaptive to changes in events and circumstances.	____	____	____	____	____
23. The project coordinator is open-minded and willing to change or modify his/her original plans and objectives.	____	____	____	____	____
24. When presented with a given problem, the project coordinator explores a number of possible solutions before deciding which course of action he/she will take.	____	____	____	____	____
25. The project coordinator is open to new ideas.	____	____	____	____	____

	Seldom or Never	Occasionally	To a Considerable Degree	Almost Always	No Opportunity To Judge Not Applicable
26. The project coordinator is able to develop and elaborate upon concepts and ideas.	____	____	____	____	____

In the space that follows, please comment on any and all aspects about the effectiveness of the management of Project Alpha. Your frank and honest comments will be of great value in bringing about any needed change in the program.

Please check the space below which applies to you.

_____County Inside Team
_____Project Alpha Staff
_____Consultant
_____Building Representative
_____Principal from cooperating school
_____Local School Screening Committee
_____Central Administrative Staff
_____Other

APPENDIX A-10

GIFTED PROGRAM
For _____
Building

MEMBERS OF PLANNING COMMITTEE:

_____

_____

_____

_____

Anticipated Number of Gifted Students _____

Anticipated Revenue (Above Number x 100) _____

SPECIFIC OBJECTIVE	BEGINNING & ENDING DATES	WHO WILL IMPLEMENT	STUDENTS INVOLVED		COST

SUB-TOTAL $_____

CUMULATIVE TOTAL $_____

Page ____ of ____

APPENDIX B: Child Identification/Placement

B-1. Sample News Release Form

B-2. Sample Radio Spot Form

B-3. Sample "Initial" Referral From: Huron Public Schools

B-4. Initial Screening Information Form: Northeast Educational Services Cooperative

B-5. Screening Matrix: Black Hills Special Services Cooperative

B-6. Request for Student Evaluation: Douglas School System

B-7. Parent Permission for Evaluation: Northeast Educational Services Cooperative

B-8. Request for Supplementary Professional Services: Douglas School System

B-9. Checklist of Creative Positives

B-10. Assessment Report Form: Northeast Educational Services Cooperative

B-11. Gifted Assessment Report

B-12. Notice of Placement Committee Meeting: Douglas School District

B-13. Notice of Placement Committee Meeting By Phone Contact: Douglas School System

B-14. Notice of Staffing Through Team Staffing: Huron Public Schools

B-15. Placement Meeting Report: Northeast Educational Services Cooperative

B-16. Parent Rights Form

B-17. Letter of Parental Rights

Sample

APPENDIX B-1

News Release Form

NOTE: This news release may be used "as is" by filling in the blanks and making sufficient copies for the local daily and weekly newspapers and broadcast media. It is better to hand deliver, if possible!

NEWS RELEASE - Please release before _____
(Date Desired)

Superintendent _____ of the _____
(name) (School District)

announced that the district is conducting a "Child Identification Project" to identify and evaluate all district children, grades 1-12, in public and non-public schools, who may be gifted and need a special instructional program.

_____ of _____
(Individual's Name) (School)

has been named project coordinator.

Persons who know of a child in this district who may be gifted and have special needs may give the child's name to _____
(Coordinator)

at _____.
(Phone #)

Individual evaluations are given with the parents' consent and a meeting is held with the parent(s) to determine what special needs the child has.

Superintendent _____ stressed that parents
(Name)
are not expected to be able to diagnose a child's giftedness before they ask for help. (He) (She) also said that "It is the philosophy of the _____ district to see that all children develop
(Name)
to their fullest potential."

APPENDIX B-2

Radio Spot Form

Suggested approach to local radio station for public service interview.

Dear Public Affairs Director: (or Station Manager)

Our school district is required by law to provide the most complete educational opportunities possible for all children in public and non-public schools regardless of their special education needs. In light of this, we are conducting a child identification project between _____ (Date) and _____ (Date) to locate, identify and evaluate children grades 1-12, who may be gifted and may not be receiving challenging and appropriate educational opportunities.

We are asking parents and friends to call our child identification coordinator, _____ (Name) at _____ (School Phone) with the name of the child who may be gifted and have special needs which are not being provided for at this time.

After obtaining parent consent we will conduct an evaluation and a placement committee meeting will be held with the parents to determine whether the child is gifted and in need of a special program.

I would be glad to explain this to you and your audience in greater detail.

I would especially like to tell people about the special educational opportunities available in this area.

Please call if you have any time available for an interview. My number is _____.

Sincerely,

_____

Superintendent

APPENDIX B-3
"Initial" Referral

Student _____ School _____

Grade _____ Age _____ Date of Birth_____

Person Making Referral _____

When have you contacted the parents/guardians about your concern(s)?

_____

Parents' Name _____

Address _____

Phone _____

What were their concerns?

What were your concerns?

Describe specific academic and/or behavior problems exhibited by the student:

What "teaching" problems are being created?

Copy completed for:
_____Special Education File
_____Special Education Staff Member

"Initial" Referral-Step I

Revised June 1980

Academic Achievement

A. Most recent group achievement test (i.e., SRA, ITBS, CAT, etc.)
Test Name _____ Date_____
Results:

Subject Area	Grade Equiv. and/or %
_____	_____
_____	_____
_____	_____

B. Most recent diagnostic test (i.e., Key Math, Doren Diagnostic Reading, Woodcock, etc.)
Test Name _____ Date_____
Results:

Ability Level

A. Most recent group intelligence test (i.e., Otis Lennon, SFTAA, (etc.)
Test Name _____ Date_____
Results:

B. Most recent individual intelligence test
Test Name _____ Date_____
Results:

Other Testing Information
(Includes dates and results)

A. Vision:_____ Date_____

B. Hearing:_____ Date_____

C. Speech/language:_____ Date_____

D. Others: (i.e., medical report)_____ Date_____

_____

Classroom Teacher Analysis

A. Academic Behaviors:
What approaches have worked?

What approaches have not worked?

_____ I have collected and included examples of the student's work with this referral.

June 1980

B. Social Behaviors:
What approaches have worked?

What approaches have not worked?

C. Referral Expectations:
What types of behavior (academic and/or social) change would you like to see as a result of this referral? (Be specific)

Additional Information

A. What other special services do you know of that have been or are being provided this student?

B. What days and times would you be available for conferences concerning this child? (Please list at least two convenient times.)

_____
Signature of Person Making Referral

_____ _____
Signature of Principal Date Referral Sent to Director of Special Education

June 1980

APPENDIX B-4
Initial Screening Information
Northeast Educational Services Cooperative

Student Name _____

Grade _____ Birthdate _____

Parent(s)/Guardian Name _____

Address _____

_____

Phone _____

Achievement Tests: O/O (i.e., rank)

1.) _____
Language Arts
Reading
Social Studies
Math
Science
Composite

2.) _____
Language Arts
Reading
Social Studies
Math
Science
Composite

Group Intelligence Test:	Date Given	I.Q. Score
_____	_____	_____
_____	_____	_____
_____	_____	_____

Individual Intelligence Test:	Date Given	I.Q. Score
_____	_____	_____
_____	_____	_____

School Record: ATTENDANCE
GRADES
ACHIEVEMENTS
RECOGNITIONS

APPENDIX B-5

PROPOSED GIFTED SCREENING MATRIX
Black Hills Special Services Cooperative

STUDENT NAME: AGE: GRADE: SCHOOL:

SCREENING CRITERIA	COLUMN 3 Points	WEIGHTED 2 Points	VALUES 1 Point	LOCAL SCHOOL CRITERIA WEIGHT	TOTALS
Group Achievement Test Results	98-99 Percentile	96-97 Percentile	94-95 Percentile	X3	
Group Intelligence Test Results	98-99 Percentile	96-97 Percentile	94-95 Percentile	X2	
Teacher Referral (Renzulli-Hartman--- Motivational Characteristics)	34-36	31-33	28-30	X1	
Teacher Referral (Renzulli-Hartman--- Creativity Characteristics)	38-40	35-37	31-34	X1	
Other (Grades, etc.) WH: Peer Nomination					

OTHER COMMENTS: (On back of sheet) TOTAL SCORE:

APPENDIX B-6
DOUGLAS SCHOOL SYSTEM
REQUEST FOR STUDENT EVALUATION

NAME OF CHILD_____ BIRTHDATE_____ SEX_____

Grade_____ School_____ Physician_____

Parents' Names, Address(es) and Telephone Numbers:

Mother	Address	Home Phone	Work Phone
Father	Address	Home Phone	Work Phone

PLEASE CIRCLE THE TELEPHONE NUMBER YOU PREFER US TO CALL.

Requested by:_____

I. Describe Behavior Responsible for this Referral: _____

_____

_____

_____

II. Type of Evaluation Proposed - Specify Tests or Reports Intended to be Utilized and Name and Position of Person(s) Conducting the Evaluation

_____

_____

_____

This evaluation to be conducted no later than: _____
(Date)

I hereby certify that, in relation to any aspect of the problem stated above, an individual evaluation of my child be performed by a fully qualified Examiner and hereby certify that my due process rights have been explained to me.

_____
Signed

_____ _____
Date Relationship

APPENDIX B-7

Parent Permission for Evaluation

We are requesting that you grant approval for the following evaluation(s) by signing this form and returning it to your child's building principal as soon as possible. If you have questions regarding these evaluations, please feel free to contact your child's principal. Thank you for your cooperation.

Person(s) making referral_____

Position(s)_____Phone_____

Administrator's signature_____

I (We) understand that:

a. I (we) have the right to see and have all reports and test results explained by professional personnel.
b. Should the assessment(s) lead to a proposal for a change in educational placement, no placement will be made without my (our) knowledge and written approval (or until notice and the due process procedures have been completed).
c. I (We) will be informed of any test results which affect the educational status of our child and/or would necessitate any action on my (our) part.
d. I (We) will be informed and must give consent for any further assessment of our child.

I (We), the undersigned, parent(s) and/or legal guardian(s), of

_____
(child's full name)

_____ _____ _____
(birthdate) (grade) (school)

_____hereby
(school district)

(Please check one:) APPROVE_____ DISAPPROVE_____

the requested evaluation(s), which will include individual testing and a conference regarding the test results.

The evaluations being requested (include evaluator):

_____

If you do not agree to the above request for evaluation, the local school district may request a meeting with you to present their reasons and seek approval to conduct the above requested evaluations.

Signed_____Date_____
Parent(s)/Legal Guardian(s)

Copy completed for:
_____Child's folder
_____Northeast Educational Services File
_____Other--please specify:_____

Parent Permission - Step II

APPENDIX B-8
Douglas School System
Request for Supplemental Professional Services

Name of Child_____Birthdate_____M/F___School_____Grade_____

Address_____Phone_____ _____Parent's Name_____
Home Duty

Referred by_____ _____ _____ _____
Teacher Building Principal: Please sign here and forward to Screening Committee Date

Parents were contacted regarding this referral on_____

I would like this student to be considered for:

_____1. Hearing
_____2. Vision
_____3. Medical
_____4. Paid Tutor
_____5. H.S. Aide
_____6. Volunteer Tutor
_____7. Speech
_____8. Learning Disabilities
_____9. Resource Room
_____10. Counsel
_____11. Gifted/ Talented area____
_____12. Other _____

Please check ( ) items below that apply to the above child.

ACADEMIC ABILITY

1. Reading
___Above average ability
___Word Attack Difficulty
___Work Recognition Weakness
___Comprehends Poorly
2. Math
___Above average ability
___Computation Difficulty
___Comprehension Weakness

CONCEPTUAL ABILITY

_____ 1. Works independently
_____ 2. Quick mastery and recall
_____ 3. Comprehends abstract idea
_____ 4. Seems not to comprehend
_____ 5. Cannot follow simple directions
_____ 6. Constantly asks neighbors for help
_____ 7. Cannot apply former experiences to new situations
_____ 8. Cannot reason abstractly
_____ 9. Answers frequently, but gives foolish answers

COORDINATION AND MOTOR ACTIVITIES

___ 1. Holds pencil in a weak or clumsy grasp
___ 2. Has difficulty in using scissors
___ 3. Bumps into objects, trips, clumsy in general
___ 4. Has trouble with zippers, buttons, shoe strings
___ 5. Demonstrates poor balance
___ 6. Has faulty body image
___ 7. Fatigues easily
___ 8. Can't catch a ball
___ 9. Cannot balance objects
___10. Cannot stay near for any length of time
___11. Displays weakness in extremities
___12. Walks differently, turns in toes
___13. R-L Confusion

VISUAL ABILITY

___ 1. Is unable to focus on one item
___ 2. Squints or other eye problems including reading from board
___ 3. Reverses p q; b d; n u even after 2nd and 3rd year
___ 4. Poor judgment of distance, aim
___ 5. Is disorganized
___ 6. Gets lost
___ 7. Can't tell time
___ 8. Poor handwriting and artwork
___ 9. Mixed laterality (left hand, right foot dominance)
___10. Tests poorly. May give correct answers verbally but cannot write them.

SPEECH AND HEARING ABILITY

___ 1. Expresses ideas clearly and concisely
___ 2. Uses descriptive words
___ 3. Has delayed speech
___ 4. Stutters or any other different speech patterns
___ 5. Mumbles, speaks loudly
___ 6. Refuses to speak without a lot of prompting
___ 7. Has trouble with certain sounds (th)
___ 8. Responds in one word sentences
___ 9. Does better if you show him rather than tell him
___10. Great trouble with rote memory such as alphabet and number combinations
___11. Watches your face intently as you read or talk
___12. Has much difficulty blending and sequencing sounds

BEHAVIOR

___ 1. Unusual ideas
___ 2. Questioning attitude
___ 3. Dominates others, directs, talks on
___ 4. Furstration high, tense, anxious
___ 5. Forgetful, daydreams
___ 6. Appears hostile
___ 7. Has difficulty with peer relations
___ 8. Demands attention
___ 9. Shows little confidence in self
___10. Withdrawn, underactive
___11. Unable to control behavior and emotions
___12. Cries
___13. Doesn't complete work
___14. Extremely shy when asked to talk
___15. Uses dirty words to replace good vocabulary

GENERAL HEALTH

___ 1. Eye Problem
___ 2. Known hearing problem
___ 3. Heart or other
___ 4. Seizures
___ 5. Teeth
___ 6. Very large, small
___ 7. Nutritional
___ 8. General Appearance
___ 9. Family Information

TALENTS

___ 1. Sustained interest in art
___ 2. Sustained interest in music
___ 3. Students follow his/her lead

List any teaching strategies which you have utilized in attempting to meet the needs of the child.

What information or assistance would help you most to deal with this child in the classroom?

APPENDIX B-9
Checklist of Creative Positives

by E. Paul Torrance

1. Ability to express feelings and emotions

_____Expresses feelings and emotions facially
_____Expresses feelings and emotions by body gestures
_____Expresses feelings and emotions in writing
_____Expresses feelings and emotions in discussions
_____Expresses feelings and emotions in role playing
_____Expresses feelings and emotions in dramatics
_____Expresses feelings and emotions in dance and/or creative movement
_____Expresses feelings and emotions in visual art media
_____Expresses feelings and emotions in music and rhythm

2. Ability to improvise with commonplace materials

_____Makes toys from commonplace materials
_____Uses commonplace materials to modify toys
_____Makes games from commonplace materials
_____Uses commonplace materials for home purposes
_____Uses commonplace materials for school purposes
_____Uses commonplace materials in "inventions"
_____Uses commonplace materials in role playing and creative dramatics

3. Articulateness in role playing and storytelling

_____Role playing becomes very involved and life-like
_____Expresses ideas in role playing
_____Responds at empathic level toward others in role playing
_____His story telling arouses interest
_____Becomes very involved in storytelling
_____Engages in fantasy in storytelling

4. Enjoyment of and ability in visual art

_____Experiences real joy in drawing
_____Experiences real joy in painting
_____Experiences real joy in sculpture
_____Experiences real joy in other visual art activities
_____Understands subject matter by "drawing it" (illustrating stories, illustrating history, drawing biological objects, making maps, etc.)
_____Communicates skillfully through drawings
_____Communicates skillfully through painting
_____Communicates skillfully through sculpture
_____Makes others see something new through visual arts

5. Enjoyment of and ability in creative movement, dance, dramatics, etc.

_____Experiences deep enjoyment in dance and/or creative movement
_____Experiences deep enjoyment in creative dramatics
_____Becomes completely absorbed in dance and creative movement
_____Becomes completely involved in creative dramatics
_____Can interpret songs, poems, stories through creative movement
_____Can elaborate ideas through creative movement and/or dance
_____Movement facilitates learning and understanding ideas, events, concepts
_____Creative dramatics facilitates learning and understanding ideas, events, concepts
_____Creates own style of movement, dance, etc.

6. Enjoyment of and ability in music, rhythm, etc.

_____Writes, moves, works, walks with rhythm
_____Rhythm facilitates learning of skills
_____Rhythm facilitates learning and understanding ideas, events, concepts
_____Creates songs
_____Creates music
_____Can interpret ideas, events, feelings, etc. through rhythm
_____Can interpret ideas, events, feelings, etc. through music

7. Expressive speech

_____Speech is colorful
_____Speech is picturesque (suggests a picture, etc.)
_____Speech includes powerful analogies, metaphors, etc.
_____Speech is vivid (lively, intense, penetrating, etc.)
_____Invents words to express concepts new to him/her

8. Fluency and flexibility in non-verbal media

_____Produces large number of different ideas through drawings
_____Produces large number of ideas with common objects
_____Produces large number of ideas through creative movement/dance
_____Produces large number of ideas through music and rhythm
_____Produces large number of ideas in play situations
_____Produces large variety of ideas through drawings
_____Produces large variety of ideas through dance
_____Produces large variety of ideas through music

9. Enjoyment of and skills in small group activities, problem solving, etc.

_____Work in a small group facilitates learning
_____Tries harder in small groups
_____Produces ideas in small groups
_____Becomes more alive in small groups

_____Skillful in group organizations
_____Highly aware of feelings and skills of others in small groups

10. Responsiveness to the concrete

_____ideas start flowing when concrete objects and materials are involved
_____Uses concrete objects and materials to generate ideas, solutions, etc.

11. Responsiveness to the kinesthetic

_____Movement stimulates ideas
_____Movement communicates ideas
_____Skillful in interpreting meaning of movement

12. Expressiveness of gestures, "body language," etc.

_____Expresses ideas powerfully through gestures, "body language"
_____Body says the things his words do not say

13. Humor

_____Portrays comical, funny, amusing in writing
_____Portrays comical, funny, amusing in role playing
_____Portrays comical, funny, amusing in drawings
_____Makes humorous cartoon strips (original)
_____Portrays comical, funny, amusing in dramatics
_____Makes people laugh in games
_____Makes up humorous jokes
_____Makes people laugh (not to make fun of) in discussion
_____Tells his/her experiences with humor

14. Richness of imagery in informal language

_____Makes others see pictures when he/she tells a story or relates personal experiences
_____Makes people see a picture when he/she describes something in a conversation
_____Makes people see pictures in role playing and dramatics

15. Originality of ideas in problem-solving

_____Produces solutions that others do not think of
_____Produces solutions when no one else can
_____Solutions are unusual, unconventional
_____Stories have unusual endings
_____Stories have unusual plots
_____Comes up with inventions to solve problems
_____Innovates with commonplace materials to produce solutions to day-to-day problems

16. Problem-centeredness

_____Doesn't give up, keeps trying to solve problems
_____Shows concern and tries to solve problems of others
_____Shows concern about the problems of others and tries to solve them
_____Is hard to distract when he/she is concerned about a problem
_____Keeps seeing relevance of new information to problem of group

17. Emotional responsiveness

_____Responds emotionally to stories, events, needs of group members, etc.

18. Quickness of warm-up

_____Always ready to go: may get tired of waiting and become "turned off"

APPENDIX B-10
Assessment Report Form
Northeast Educational Services Cooperative

Student_____ School/Grade_____ _____

Birthdate_____ C.A._____ Counselor_____

Education Specialist_____Plan Written By_____

Dates of Assessment_____Date of Plan_____

Screening Information:

Evaluation Summary: (This section would include the results from any and all educational assessments, inventories, or rating scales that are administered to the student)

Name_____Assessment Date_____

Page_____

Classroom Observation Information:

Implications:

Possible long term goals:

Appendix B-11
Gifted Placement Report

Screening Information

Name of Test	A Child's Score	B District Norms	Difference Between B. A

Standardized Achievement Scores

Classroom Achievement Summary

Evaluation Scores

Regular Curriculum Needs/Interests of Students

Educational Needs/Interests of Student Not Met by Regular Curriculum

Student Behavior/Approaches to Task

APPENDIX B-12

Notice of Staffing Through Team Staffing: Huron Public Schools

_____
(Date of Phone Call)

NOTICE OF STAFFING

_____
(Child's Name)

_____Parent/Guardian_____

Address:_____Phone:_____

_____

_____

Staffing Date:_____

Time:_____

Place:_____

Persons to attend:

_____	_____ (Name/Position)	_____	_____ (Name/Position)
_____	_____ (Name/Position)	_____	_____ (Name/Position)
_____	_____ (Name/Position)	_____	_____ (Name/Position)
_____	_____ (Name/Position)	_____	_____ (Name/Position)

Purpose of Staffing:

_____
(Person making phone contact)

____Child's Folder
____Special Education File
____Other (Please specify)_____

Notice of Staffing-Step IV (Phone)

Date:_____

"STAFFING NOTES"
Classroom Teacher
(Please bring to staffing)

Student's Name:_____

Staffing Date :_____

Time:_____

Place:_____

Purpose of Staffing:

I. In Class Behavior:
   A. On task
      1. Talks out?_____
      2. Out of seat?_____
      3. Other (please specify)

      _____

      _____

   B. Assignments
      1. Current grade?_____
      2. Assignments completed? (please specify)

      _____

      _____

      3. Accuracy of work?_____

      4. Classroom participation (discussion, note taking, etc.)?

      _____

      _____

      _____

II. Other Comments:

_____
*(Signature)

*This information will be included in the staffing.

"Staffing Notes" - Step IV
(Teacher)

December 1980

Date:_____

"STAFFING NOTES"
Classroom Teacher
(Please bring to staffing)

Student's Name:_____

Staffing Date :_____

Time:_____

Place:_____

Purpose of Staffing:

I. At Home Behavior:
   A. Comments about school?

   B. Responsibilities at home?

   C. Homework
      1. Does any come home?

      2. How much time is spent on homework?

II. Other Comments:

_____
*(Signature)

*This information will be included in the staffing.

"Staffing Notes" - Step IV
(Teacher)

December 1980

NOTICE OF STAFFING

_____
(Date sent home)

_____

_____

_____

Dear Parent/Guardian:

This is to inform you of the need for a staffing to discuss the educational need(s) of your child, _____.
The meeting is scheduled for _____(date) at _____(time). The meeting will be held at _____(place). If this is inconvenient, please contact_____ at ___(phone) so the meeting can be rescheduled.

Persons attending this meeting will be:

_____ (Name/Position)	_____ (Name/Position)	_____ (Name/Position)
_____ (Name/Position)	_____ (Name/Position)	_____ (Name/Position)
_____ (Name/Position)	_____ (Name/Position)	_____ (Name/Position)

Purpose of Staffing:_____

Please bring any information you feel will be helpful in developing ideas for your child's educational needs. The attached sheet of paper ("Staffing Notes") may be brought to the staffing with your ideas already written. Your ideas will be very helpful. If you have any questions, please contact the school.

Sincerely yours,

_____

_____
(Phone)

_____
(Detach and Return to Person Listed Above)

Please complete one of the following:

_____I/we will be able to attend _____'s staffing as stated.
(child's name)

_____I/we would appreciate having _____'s staffing rescheduled.

These dates/times are more convenient:

_____ _____

_____I/we cannot attend _____'s staffing, but give you permission to go ahead with the meeting as planned. I/we understand further that the outcome of the staffing will be shared with me/us at a time in the not too distant future.

_____ Child's Folder
_____ Special Education File
_____ Other (please specify)_____

_____
(Signature of Parent/Guardian)

Notice of Staffing-Step IV-(letter)

Date_____
Huron Public Schools

Please check one:
_____Non-Placement
_____Initial Placement
_____Continued Placement
_____Dismissed
_____Other (i.e., transfer from Opportunity School to Alternative Classroom)

_____

TEAM STAFFING REPORT

I. Student's Name_____School_____
Grade_____Teacher_____
Parent(s)/Guardian(s)_____

II. Members Present: (Include position)
1. 5.
2. 6.
3. 7.
4. 8.

III. Team Findings: (written reports should be attached when appropriate)

IV. Recommendations: (Please use back of report for further information when necessary)

V. Responsibilities: Follow-up By:
A. Individual Education Program Monitor A._____
B.

VI. Date to be reviewed:_____

VII. Special Staff Membership Completing Report_____
(Signature required)

VIII. Parent(s)/Guardian(s):_____
(signature indicates approval)

Copy completed for:
_____Child's Folder _____
_____Special Education File _____
_____Others (Please Indicate) _____

Team Staffing Report - Step IV

Revised June 1980

APPENDIX B-13

DOUGLAS SCHOOL SYSTEM

NOTICE OF PLACEMENT COMMITTEE MEETING

Parent Name: _____

Address: _____

_____

Date of Mailing: _____

Dear Parent:

This is to inform you of the need of a placement committee meeting to discuss the education of your child, _____, and to develop an IEP (Individual Educational Program) to meet your child's educational needs.

The meeting is scheduled for _____ at _____.
to be held at _____.
If this is inconvenient, please call _____ at _____.

Persons attending this meeting will be:

_____ _____

_____ _____

_____ _____

_____ _____

You are encouraged to bring information and suggestions to the meeting that will be helpful in planning your child's Individual Educational Program because your child's education placement will be discussed at this meeting. His/her placement will not be changed without your written approval. As a parent, you may be accompanied by other individuals and you have the right to review all of your child's relevant records.

If you have any questions, please contact the school.

Sincerely,

_____
Placement Committee Chairperson

_____
School District

APPENDIX B-14

DOUGLAS SCHOOL SYSTEM

NOTICE OF PLACEMENT COMMITTEE MEETING BY PHONE CONTACT

Parent Name: _____

Address: _____

Phone Number: _____ Date of Phone Contact: _____

Concerning placement meeting for _____
(Student Name)

scheduled for _____ _____ at _____
(Date) (Time) (Location)

Parent was informed of:

___ Date of meeting
___ Time of meeting
___ Location of meeting
___ Who will be in attendance
___ Factors relevant to meeting
___ Their right to be accompanied by other individuals to the meeting
___ Their right to review all information

Person making the phone contact: _____
(Signature)

APPENDIX B-15
Placement Meeting Report
Northeast Educational Services Cooperative

Date_____

Please check one:
_____Non-Placement
_____Initial Placement
_____Continued Placement
_____Dismissed
_____Other

PLACEMENT MEETING REPORT

I. Student's Name_____School_____
Grade_____Teacher_____
Parent(s)/Guardian(s)_____

II. Members Present: (include position)
1. 5.
2. 6.
3. 7.
4. 8.

III. Team Findings: (written reports should be attached when appropriate)

IV. Recommendations:

V. Responsibilities: Follow-up by:_____
A.

B.

VI. Date to be reviewed:_____

VII. Special Staff Member Completing Report_____
(Signature required)

VIII. Parent(s)/Guardian(s):_____
(Signature indicates approval)

Copy completed for:
_____Child's Folder
_____Special Education File, Northeast Educational Services
_____Others (Please indicate)

Team Staffing Report

APPENDIX B-16
Parent Rights

The following is a statement of parent rights.

1. You may seek counsel.
2. You may be accompanied by counsel or other individuals.
3. You can inspect and review the child's records and evaluation results.
4. You may have copies of your child's records and evaluations made. The school district may charge a fee for this service; however, the fee cannot prevent the parent from their right to review the records and evaluations.
5. You may request that all evaluations and records be interpreted for your understanding.
6. If you disagree with the evaluation (medical, psychological, or educational) you may seek an independent evaluation by an independent evaluator, which may or may not be paid for at public expense.
7. You may present evidence, confront and compel the attendance of any witness.
8. You may prohibit the introduction of any evidence to the hearing which has not been disclosed at least five days before the hearing.
9. You may obtain a written or electronic verbatim recording of the hearing.
10. You may request the hearing to be open to the public.
11. You may request the child's presence at the hearing.

You will receive by certified mail a copy of the hearing officer's decision which will be binding upon all parties unless it is appealed. The hearing officer will include a description of the steps for appealing the decision.

If you disagree with the recommended placement you may request a due process hearing by putting your concern in writing to the local school district superintendent. The local superintendent will write a letter to the State Director of Special Education who will facilitate the appointment of an impartial hearing officer to conduct the due process hearing. The hearing officer will be responsible for assuring that all due process rights and procedures are followed.

During the hearing your child will remain in his/her present educational placement or one accepted by both parents and the Section for Special Education until the placement decision is determined by the due process hearing and all parties have been notified of the decision.

Please contact the Section for Special Education should you have any questions.

September 1980

APPENDIX B-17
Letter of Parental Rights

The rights of which parents are assured for their child under Public Law 94-142 are also guaranteed to the parents of gifted children. All of the rights are presented in the form of a letter to a parent:

Dear Parent:

You have recently made a request to the (school district, agency) concerning parental rights relating to your child's education. The purpose of this letter is to provide you with basic information concerning your rights.

* You have the right to see <u>all</u> of the records and test results maintained by any public educational agency on your child.

* You have the right to request copies of any records or test results maintained by a public educational agency on your child. (The school district is allowed to charge a slight fee for making copies; however, if you are financially unable to pay this fee the records must be provided to you free of charge. The school district may not charge for looking for or retrieving your child's records.)

* You have a right to have the school records explained to you in terms that you can understand. If the language that you speak at home is not English you have a right to have these records translated into the language you normally use.

* If you disagree with an entry in your child's record you have a right to ask the school to change the incorrect record.

* If the school refuses to correct your child's records, you have a right to request an impartial hearing, at no cost to yourself, where a determination will be made concerning whether the records should be changed.

* You may be assisted at this hearing by any persons of you choice including your lawyer; however, the school is not required to pay the cost of legal assistance.

* If the hearing officer decides that the record is not in error, you still have a right to place an explanation of the entry in your child's record which you have challenged. Your explanation must accompany your child's record any time it is examined by anyone else.

In addition to these rights concerning your child's education records the United States Congress, the South Dakota Legislature and the Division of Elementary and Secondary Education have enacted certain laws and regulations concerning educational services for children who need extra help in school. The outline of rights presented will be separated into two parts; one, what you may do if you believe your child needs special assistance in school, and two, what you are entitled to do if the school believes your child is in need of special treatment.

If you believe your child requires special assistance in school, you have the following rights:

* You have the right to request that the school conduct an evaluation of your child. This evaluation shall be free of cultural or physical bias insofar as possible. For example, if your child is blind the evaluation may not be done through tests which require eyesight.

* If the school refuses to evaluate your child, you may request an impartial hearing to determine whether you child should be evaluated.

* You may obtain an evaluation for your child at your own expense, and if the hearing officer concludes that the school should have granted the evaluation, or that the school's evaluation is incomplete, you may recover the cost of your private evaluation.

* Following evaluation of your child you have the right to request the school to convene a placement committee to determine what is an appropriate education for your child. The placement committee is made up of a school official, your child's classroom teacher, other persons involved in the evaluation of your child, an expert in the suspected area of handicap, you as parents, and if you so desire, your child.

* The duty of the placement committee is two-fold. First, the committee must determine whether your child is in need of special or prolonged assistance. Second, the committee must develop an individualized educational plan designed to meet the educational needs of your child before it may be implemented. If you do not agree with the plan proposed for your child you have the right to request an impartial hearing from your local school.

* You have the right to have the placement committee make an annual review of your child's educational program.

* Any special services your child receives as a result of the educational program prescribed for him/her by the placement committee must be at no cost to you this includes special equipment and materials to be used in the classroom and any transportation which is needed as a result of your child's handicap.

* Your right to a free appropriate education for your child extends to all of the costs involved in caring for your child at a special school except clothing, personal items, and medicine if the local school district is unable to provide the services your child requires in your local school.

* If you request an impartial hearing under any of the rights presented here, you have the right to present evidence, cross examine witnesses, be represented by an attorney, receive copies of all evidence the school intends to introduce at the hearing at least five days before the hearing, and receive a decision within 45 days of the time you requested the hearing. A more detailed explanation of your rights at an impartial hearing will be provided to you in the event you should request such a hearing.

If the school desires to treat your child in a special program you have the following rights:

* You have the right to refuse an evaluation of your child; however, the school has the right to request an impartial hearing on this issue and if the hearing officer determines that your child should be evaluated, the school may consider such an evaluation without your consent unless you place your child in another school at your own expense.

* You have the right to refuse to agree with an individualized educational program developed for your child by the placement committee. Once again, the school has the right to request a hearing on this issue and unless you intend to place your child in another school at your own expense, your child will receive the educational services detailed in the individual educational plan drawn up by the placement committee if the hearing officer decides on the school's favor.

* If the school should request an impartial hearing over the provision of educational services to your child, you will receive a detailed description of your rights. Generally, you have the right to produce evidence, cross examine witnesses, present your own witnesses, be accompanied by a lawyer, and receive copies of all evidence the school intends to introduce at least five days before the hearing.

This outline of your educational rights is intended to inform you of what you may or may not expect in receiving a free appropriate education for your child. If you have further questions, please feel free to contact my office at telephone _____ or the Section for Special Education in Pierre, South Dakota at telephone number 773-3678.

Sincerely yours,

(Person responding to request)

(School district, agency)

APPENDIX C: SAMPLE INDIVIDUAL EDUCATIONAL PROGRAMS (IEPS)

C-1. Rapid City Area Schools #51-4 Individual Education Plan for Gifted Student

C-2. Individual Education Program - blank form

C-3. Individual Education Program for Carol Denning

C-4. Individual Educational Programming Guide: The Compactor (two samples)

C-5. Management Plan for Individual and Small Group Investigations - blank form

C-6. Student Plan: Blank form and six completed forms from Lincoln Public Schools

C-7. Sample Goals and Objectives for an Individual Education Program from Bucks County I.U. #22

C-8. Project Description Forms

APPENDIX C-1

Rapid City Area Schools #51-4
Rapid City, South Dakota 57701

INDIVIDUAL EDUCATIONAL PROGRAM

Date of Meeting_____

FOR

GIFTED STUDENT

Students Name_____

Age_____

School_____

Present Placement_____
(i.e. grade, class, room)

PLACEMENT COMMITTEE MEMBERS

NAME	POSITION

SUMMARY OF PRESENT LEVELS OF PERFORMANCE:
(including observed behavior, strengths, weaknesses, and evaluation results)

LONG TERM GOALS IN ORDER OF PRIORITY:

Gifted IEP, page 2

Beginning Date_____

Ending Date_____

SHORT TERM OBJECTIVES

Describe below the plan that will be followed:

_____

_____

_____

_____

_____

_____

_____

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Due Process rights have been explained to me: ____Yes ____No

_____ _____ _____

Date Signature of Principal Signature of Parent or Guardian

Evaluate the program and make recommendations for the future:

_____

_____

_____

_____

_____

_____

_____ _____ _____

Date Signature of Principal Signature of Parent or Guardian

APPENDIX C-2

INDIVIDUAL EDUCATION PROGRAM

Beginning Date of Program_____

IEP Review Date_____

_____
(Name of School District of Facility)

Child's Name _____

Date of Birth _____

Child's School _____

Present Placement_____
(i.e. grade, class, room)

Committee Members Present and Position

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

SUMMARY OF PRESENT LEVELS OF PERFORMANCE:
(Including observed behaviors, strengths, weaknesses, and evaluation results)

_____

_____

_____

_____

_____

This child is in need of special or prolonged assistance. _____yes _____no

PRIORITIZED LONG-TERM GOALS:

_____

_____

_____

PLACEMENT RECOMMENDATIONS:

_____

_____

_____

AMOUNT OF TIME IN REGULAR CLASSROOM:_____

IEP MONITOR_____

Due Process Rights have been explained to me. ___yes
___no

Signature of Parent/Guardian_____

Date_____

MEASURABLE SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION AND RELATED SERVICES	PERSON RESPONSIBLE	DATES COVERING SHORT-TERM OBJECTIVES BEG.	END	MONITOR'S REVIEW DATE

APPENDIX C-3

INDIVIDUAL EDUCATION PROGRAM

Beginning Date of Program 10/8/83

Moon #1-1
(Name of School District or Facility)

IEP Review Date 3/31/84

Child's Name Carol Danning

Date of Birth 6/14/71

Child's School Bethany Elementary School

Present Placement Grade 3
(i.e. grade, class, room)

Committee Members Present and Position

Charles A. Henley	Principal
Pat Danning & Stan Danning	Parents
Kelly Green	Teacher
Dick Russo	Psychologist
Peggy Cleary	Special Education Teacher

SUMMARY OF PRESENT LEVELS OF PERFORMANCE:
(Including observed behaviors, strengths, weaknesses, and evaluation results)

Evaluation Results: SRA-Reading 99%; Language Arts 99%; Reading, Woodcock Reading Test, overall reading grade score 6.6; Wide Range Achievement Test (WRAT), Reading 6.3, Spelling 5.1, Arithmetic 4.8; Weschler Intelligence Scale for Children (WISC-R) Full Score IQ-138. Carol has developed highly advanced reading skills for an average third grader. She excels in areas of language arts, reading and math; Carol has a high interest in science. Her personality makes her very likeable by classmates. She has difficulty occupying her time, she is perceptive and learns quite rapidly. Her ability to follow through with a project needs encouragement and discipline. Some basic research skills and an opportunity to share her knowledge should prove very helpful.

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This child is in need of special or prolonged assistance. X yes ____ no

PRIORITIZED LONG-TERM GOALS:

1) Improve creative writing skills.

2) Develop research skills to: a) evaluate, b) synthesize, c) analyze, d) apply, and e) understand

PLACEMENT RECOMMENDATIONS:

Grade 3 with time in Resource Room (30 minutes daily)

AMOUNT OF TIME IN REGULAR CLASSROOM: 90%

Due Process Rights have been explained to me. X yes ____ no

IEP MONITOR Dick Russo, Psychologist

Signature of Parent/Guardian _____

Date _____

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MEASURABLE SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION AND RELATED SERIVCES	PERSON RESPONSIBLE	DATES COVERING SHORT-TERM OBJECTIVES		MONITOR'S REVIEW DATE
				BEG.	END	
1a) The child will develop writing skills through the creating of short stories answering open-ended "What if" questions; e.g., "What if people could fly...people didn't need to sleep...the moon really was made of cheese?"	Teacher judgments based on the number, variety and refinement of the ideas created.	Third Grade	Kelly Green, Teacher	10/10/ 83	10/1/ 84	1/84
1b) The child will keep a card box on favorite books or stories. Child will write 2 or 3 sentences on each card telling why the story is "special".	All sentences will be 95% correct grammatically.	Third Grade	Kelly Green, Teacher	11/15/ 83	10/1/ 84	1/84
1c) The child will be able to interpret a given story and make inferences to its meaning.	Teacher judgment	Third Grade	Kelly Green, Teacher	12/15/ 83	10/1/ 84	1/84
2a) The child will develop basic research skills through record keeping, brief surveys, information gathering; e.g., Survey-look for how best behaviors are shown anywhere around the school: helpfulness, good sportsmanship, anger, fairness. Record how shown, evaluate effect of behavior.	100% on a test measuring research skills, and teacher judgment on the survey being successfully completed.	Resource room - 30 minutes daily	Peggy Cleary, Special Education Teacher	1/15	10/1 84	1/84

MEASURABLE SHORT-TERM OBJECTIVES	EVALUATION CRITERIA	SPECIAL EDUCATION AND RELATED SERVICES	PERSON RESPONSIBLE	DATES COVERING SHORT-TERM OBJECTIVES BEG.	DATES COVERING SHORT-TERM OBJECTIVES END	MONITOR'S REVIEW DATE
2b) The child will do exercises in math skills along with judgment skills in planning my family menu for one weekend. This will involve planning a balanced menu; use of calculator in budgeting; use of newspaper in bargain hunting; judgments in shopping comparisons; following directions in preparing menu and following recipies. This activity may be expanded over a period of time and may include varied activities, such as planning a party for six friends, etc.	94% correctness on the math computations. Teacher judgment on the other aspects as they relate to a satisfactory meal.	Resource room Home	Peggy Cleary, Special Education Teacher Pat and Stan Denning, Parents	2/15 84	10/1 84	5/84

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APPENDIX C-4

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

THE COMPACTOR

Prepared by: Joseph S. Rensulli
Linda H. Smith

Name Ned Bannar Age 14 Teacher(s) B. Kozak
School Nickle Jr. High Grade 9 Parent(s)

Individual Conference Data and Persons Participating in Planning of IEP

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Providing a brief description of basic materials to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
Math: Ned has displayed mastery in skills for the geometry construction unit and numeration system.	Ned is going to give me a summary of materials covered in these two units and write unit tests. He will set his deadlines.	Ned is going to make a handbook and audio tape for other students to take them through geometry constructions.
English: Ned has read all required supplementary reading and related reports.	Ned will be doing some additional readings for Mrs. Brown but will have at least one class period per week free.	He would also like to work on trigonometry with Mr. Jones at Lord Beaverbrook High School
Social Studies: Ned lived in China for three years and in sharing his experiences with several classes, has illustrated that he would gain very little from extensive work in this unit.	Ned will research his two areas of "lesser" knowledge: economics and education-and present his findings to his class as introductions for them in those areas.	He will be visiting the university computer center on Thursday mornings for basic programming skills with a mentor.
		He would like to inverview some architects about their field so will work with language arts teacher on interview skills and we will then establish contacts.

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda H. Smith

Name Robert Richard, Wendy Kowalski Age _____ Teacher(s) Miss Palmer
Charlene Sterling, Francie Rose,
Jennifer Yeske, Tina Garbin,
Peter Tyrell, Kathi Doolittle
School _____ Grade 5 Parent(s) _____

Individual Conference Dates and Persons Participating in Planning of IEP
Palmer/S. Kline

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
Language Arts - Holt Level pretests to determine strength areas. CTBS Scores above average in Language Arts.	Post tests to check skill proficiency. Emphasis on comprehension and literacy skills.	1. Creative writing experiences in areas of stories, plays, poems, cartoons, etc. 2. Newspaper reporter for one classroom for Forbes Flyer.
	Proofreading each other's work. No assignment of work pages for skills already mastered.	3. Associate staff member for Forbes Falcon II. 4. Book reports given in a variety of formats.
	No reinforcement of mastered spelling words as indicated by spelling pretest. No reinforcement of workbook pages for skills already mastered.	5. Advanced exposure to fine arts (drama, music, puppetry, etc.). Will actively take part in school production, "Great Scenes from Broadway". 6. Opportunity for research of advanced nature within the classroom as well as within the TAG resource room. 7. 30 minute French lesson each week in Resource Room. 8. Talent pool presentations Tuesday at 2pm on a variety to topics.

APPENDIX C-5
MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

Prepared by: Joseph S. Renzulli
Linda H. Smith

Name_____ Grade_____ Beginning Date_____ Estimated Ending Date_____

Teacher_____ School_____ Progress Reports Due On Following Dates _____ _____ _____

GENERAL AREA(s) OF STUDY (Check all that apply)

___Language Arts/Humanities ___Science ___Personal and Social Development
___Social Studies ___Music ___Other (Specify) _____
___Mathematics ___Art ___Other (Specify) _____

SPECIFIC AREA OF STUDY Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

INTENDED AUDIENCES Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1._____
2._____
3._____
4._____
5._____

INTENDED PRODUCT(S) AND OUTLETS What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

METHODOLOGICAL RESOURCES AND ACTIVITIES List the names and addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

GETTING STARTED What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve this problem? If "raw data", how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

A complete description of the model utilizing this form can be found in: The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Creative Learning Press, Inc. P. O. Box 320 Mansfield Center, CT 06250

APPENDIX C-6

STUDENT PLAN
Lincoln Public Schools

Student's Name_____ Grade_____ Student No._____

School_____ IEP No.___Page No.___ Date of Conference_____

Goals	Objectives	Person Responsible for Monitoring	Evaluation Date	Date	Date	Date

CHARACTERISTICS

Learn rapidly _____
Interested in a wide variety of topics _____
Performs higher level cognitive processes _____
Had advanced academic skills in Reading _____ Math _____
Other, Specify _____

Able to pursue in-depth a topic of interest to him/her _____
Other _____

Signature of persons developing IEP:

_____

_____

_____

_____

_____

Evaluation Key:

OM = objective met
CO = continue objectives
DO = drop objective
CHO = change objectives

STUDENT PLAN
PROCEDURE

WRITING GOALS	WRITING OBJECTIVES		
1. From (a) study of available date (i.e., achivement test scores, I.Q. scores, past student plans and (b) teacher observation)	After careful observation to determine which characteristics listed below apply to the student, check the one(s) that applies.		
	IF	IS CHECKED	THEN OBJECTIVE SHOULD INDICATE
	Learns rapidly	Is checked	continuous process through the material early exit option of testing out of material
2. Determine student's strength area(s)	Interested in a wide variety of topics	Is checked	the variety of exploratory activities planned
3. Write goal reflecting student's strength(s)	Performs higher level cognitive processes	Is checked	how cognitive complexity is varied use of application, analysis, synthesis and evaluation
	Has advanced academic skills in _____	Is checked	content/topic assigned is consistent with appropriate level of acceleration
	Able to pursue in-depth a topic of interest to him/her	Is checked	cooperatively planned independent study with adult assistance or in-depth study of topic
	Other (has creative ideas)	Is checked	opportunities for using fluency, flexibility, originality, elaboration and creative problem solving

CHARACTERISTICS

Learns rapidly_____

Interested in a wide variety of topics_____

Performs higher level cognitive processes_____

Has advanced academic skills in reading _____ math _____, Other, specify_____

Able to pursue in depth a topic of interest to him/her

Other_____

MATH

STUDENT PLAN

Lincoln Public Schools

Student's Name Gayle Johnson Grade 8 Student No. _____

School _____ IEP No. _____ Page No. _____ Date of Conference _____

Goals	Objectives	Person Responsible for Monitoring
The student will have opportunity to enhance strengths in math.	In lieu of the first three chapters in the textbook, which deal with computational skills, Gayle has chosen to complete the following units of study: 1. Other number bases, including their structure and the four basic operations in each base. 2. The structure of an abstract mathematical system such as the group of rotations and reflections of an equilateral triangle. Upon completion of these units of study, Gayle will define the operations, develop the tables of operations, and discuss the properties of these operations for an abstract system of Gayle's own invention. Because Gayle learns rapidly, testing out of the unit on decimal numeration is appropriate. If Gayle tests out, the following options will be available: 1. Explore how programming languages handle decimal expressions. 2. Read the chapter in Mathematics and the Imagination on googol and the googolplex. After this point, Gayle should be sufficiently familiar with the planning process to provide options.	

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CHARACTERISTICS

Learns rapidly X
Interested in a wide variety of topics X
Performs higher level cognitive processes ____
Has advanced academic skills in Reading ____ Math X,
Other, Specify _____
Able to pursue in depth a topic of interest to him/her X
Other _____

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Signature of persons developing IEP:

_____

_____

_____

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SOCIAL STUDIES

STUDENT PLAN

Lincoln Public Schools

Student's Name John Smith Grade 9 Social Studies Student No. _____

School LPS IEP No. 4 Page No. 1 Date of Conference _____

Goals	Objectives	Person Responsible for Monitoring
Enhance student's abilities in Social Studies (Unit 3 - Constitution, Bill of Rights)	The student will - Move through class materials as rapidly as desired or - Opt to test out of class assignments - Choose one from options below: 1. Report to class on most recent supreme court decision regarding speech or privacy. 2. Research and write paper on how supreme court has changed its interpretation of the "speech". 3. Interview three Lincoln judges (including Urbom) on their interpretation of the "freedom of speech" right. 4. Report to class on court finding regarding Nixon's attempt to keep his papers and tapes private. After the student has made his/her choice, a student/teacher planning session will be scheduled to identify timelines, resources, procedures, follow-up conferences between teacher and student, evaluation criteria, etc.	

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CHARACTERISTICS

Learns rapidly X
Interested in a wide variety of topics ____
Performs higher level cognitive processes ____
Has advanced academic skills in Reading ____ Math X ,
Other, Specify Social Studies
Able to pursue in depth a topic of interest to him/her ____
Other Interest in government

Signature of persons developing IEP:

_____

_____

_____

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ENGLISH

STUDENT PLAN

Lincoln Public Schools

Student's Name_____ Grade_____ Student No. _____

School_____ IEP No._____ Page No._____ Date of Conference_____

Goals	Objectives	Person Responsible for Monitoring
Enhance the student's strengths in English.	While students discuss a literary work read by the whole class, the student will: a) select from a list one or two works of a similar nature (i.e., Shakespearean plays, myths about how the earth came to be, historical novels about the Civil War, science fiction, etc.), b) read the work(s), preparing brief synopses of some, c) identify the similarities/dissimilarities between the work read by the class and the selected work(s). d) create a presentation to show your findings (visual charts, satire, character sketches, etc.) for an interested group of peers.	

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CHARACTERISTICS

Learns rapidly ____
Interested in a wide variety of topics____
Performs higher level cognitive processes____
Has advanced academic skills in Reading____ Math____
Other, Specify_____
Able to pursue in depth a topic of interest to him/her____
Other_____

Signature of persons developing IEP:

_____

_____

_____

ARI

STUDENT PLAN

Lincoln Public Schools

Student's Name Jim Write Grade 11 Student No. _____

School Les Chance High School IEP No. 10 Page No. 10 Date of Conference _____

Goals	Objectives	Person Responsible for Monitoring
To promote interest and provide opportunities in the exploration of materials, fabrication, design and function.	1. View King Tut slide collection with particular attention to unique medieval design versus function.	Media Specialist
	2. Assume at least 50 percent independent study under direction of student teacher.	Jewelry Instructor Student Teacher
	3. Participate in the Grandpa's Woods accelerated program - "Natural Jewelry Class."	Artist-in-residence
	4. Complete processes and projects dealing with steam, centrifugal and vacuum casting techniques.	Jewelry Instructor
	5. Assume Experience Based Career Education assignment at Sartor Hamann's "Department of Stone Setting, Mounting, Formation and Repair."	Placement Coordinator
	6. Audit ceramic class during period of Raku Kiln Building and Firing.	Ceramic Instructor

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CHARACTERISTICS

Learns rapidly X
Interested in a wide variety of topics X
Performs higher level cognitive processes X
Has advanced academic skills in Reading ____ Math ____,
Other, Specify Engineering preparation
Able to pursue in depth a topic of interest to him/her ____
Other _____

Signature of persons developing IEP:

Jim Write - student

Opal Stone - teacher

Mr. and Mrs. G. Write - parents

Willie Makat - facilitator

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BUSINESS EDUCATION

STUDENT PLAN

Lincoln Public Schools

Student's Name_____ Grade_____ Student No. _____

Schoo_____ IEP No._____ Page No._____ Date of Conference_____

Goals	Objectives	Person Responsible for Monitoring
Enhance the student's strengths and abilities in taking notes (shorthand) and in preparing written materials (typewriting).	1. Typewrite straight copy faster than the student handwrites (25 words per minute). 2. Typewrite 40 words per minute and prepare manuscript materials (themes and term papers) in acceptable form. 3. Typewrite at high rates of speed and accuracy (at least 75 words per minute with not more than one error per minute). 4. Take dictation (not verbatim) at 40 words per minute using shorthand, briefs, and some outlines. 5. Transcribe shorthand notes and type material in acceptable form. Delivery System Options: 1. The student will attend class each day that theory, technique, and keyboard presentations are made (approximately 3 weeks in typewriting and 10 weeks in shorthand), and will complete prescribed tasks independently. 2. The student will attend class only during theory, technique, and keyboard presentations and complete other work independently. 3. The student will develop skills independently. Materials such as the PROGRAMMED SHORTHAND text and the GREG TYPEWRITING Test-Kit will be available for student and teacher selection. Audio-visual materials such as the multiple channel equipment and tapes will also be available. 4. The student may elect to take pre- and post-tests to help determine proper placements.	

CHARACTERISTICS

Learns rapidly __X__
Interested in a wide variety of topics____
Performs higher level cognitive processes____
Has advanced academic skills in Reading____ Math____,
Other, Specify_____
Able to pursue in depth a topic of interest to him/her____
Other_____

Signature of persons developing IEP:

_____

_____

_____

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HOME ECONOMICS

STUDENT PLAN

Lincoln Public Schools

Student's Name John Grade 9 Student No. _____

School Mickle IEP No. _____ Page No. _____ Date of Conference _____

Goals	Objectives	Person Responsible for Monitoring
Enhance the student's strengths in the area of providing nutritious foods for oneself and family.	1. Student may test out of a unit or take the post-test early. 2. Select for each unit at least one enrichment activity from those provided by cooperative planning between teacher and student(s). Ex: Nutrition - Analyze the school menu for the nutritional values. Create new menus which could be used. Do comparison shopping to get the most nutrition for the money. Food Preparation - Develop a menu, shopping lists, work plan, preparation plan, etc. for a special occasion family dinner. Carry it out and evaluate it.	

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CHARACTERISTICS

Learns rapidly X
Interested in a wide variety of topics ____
Performs higher level cognitive processes ____
Has advanced academic skills in Reading ____ Math ____,
Other, Specify _____
Able to pursue in depth a topic of interest to him/her ____
Other _____

Signature of persons developing IEP:

_____

_____

_____

APPENDIX C-7

ANNUAL GOAL: Student will expand synthesis skills.

DOMAIN

COGNITIVE

THEODORE DAVIS
BUCKS COUNTY I.U. #22
IEP DEVELOPMENT PROJECT

SKILL	AREA OF INSTRUCTION	SHORT-TERM OBJECTIVE	EVALUATION PROCEDURES	CRITERIA
Reordering to make inferences	Social Studies	Student will make inferences from generalized information.	After viewing a map of an island with a few natural resources noted, student will combine various bits of data present and list 10 ways settlers could make a living using these resources.	90% accuracy
Regrouping to see relationships	Fine Arts	Student will combine separate items to discover relationships.	After listing the characteristics of 2 cubist paintings (Picasso and Braque), student will check off those common characteristics of both and write a paragraph defining the style of Cubism.	Teacher judgment
Rearranging to solve problems	Math	Student will combine data to solve a practical problem.	While assuming the role of a family member with a fixed income and vocation, student will draw a detailed diagram of his budget for weekly expenses in the categories of food, shelter, clothing, transportation, medical care and recreation.	Teacher/student agreement
Restructuring to communicate effectively	Science	Student will combine elements from reading material to arrange a clear visual display.	After reading an article on "Drugs and the Body", student will draw and label a diagram of the process by which one drug affects the systems of the body and affects resultant behavior.	Teacher judgment

ANNUAL GOAL: ("Synthesis" continued)

DOMAIN

COGNITIVE

THEODORE DAVIS
BUCKS COUNTY I.U. #22
IEP DEVELOPMENT PROJECT

SKILL	AREA OF INSTRUCTION	SHORT-TERM OBJECTIVE	EVALUATION PROCEDURES	CRITERIA
Recombining to design creatively	Fine Arts	Student will combine ideas to design an original structure.	After visiting an art museum and reading an article on function in architecture, student will select a style/period of art and draw a blueprint for an original art museum which is functionally designed to house those kinds of artworks.	Teacher/student agreement
Reorganizing to systematize options	Language Arts	Student will combine ideas to write a discussion outline.	After selecting a controversial issue and taking a position on it, student will locate three separate articles on the issue, extract those ideas that agree with his, and write a documented outline of major arguments supporting his position from them.	Teacher judgment
Reconstructing to instruct others effectively	Social Studies	Student will creatively combine complex data to simplify its meaning for others.	After researching a current or past historical incident (Watergate, Battle of Bunker Hill, etc.), student will create an original board game which effectively illustrates the separate parts and sequences of events in that incident.	Teacher/group judgment

ANNUAL GOAL: Student will develop divergent-thinking skills.

DOMAIN

COGNITIVE

THEODORE DAVIS
BUCKS COUNTY I.U. #22
IEP DEVELOPMENT PROJECT

SKILL	AREA OF INSTRUCTION	SHORT-TERM OBJECTIVE	EVALUATION PROCEDURES	CRITERIA
Fluency	All	Student will produce a large number of ideas.	Given a sample object (artwork, concrete noun, etc.), student will list as many sensory questions about that item in 5 minutes as possible.	No less than 15 questions.
Flexibility		Student will produce a variety of different ideas.	Given the same object as in #1 and told to "stretch his imagination", student will list different kinds of uses for the item.	Uses listed in at least 8 different categories.
Originality		Student will produce unique ideas.	Given the same object as in #1 and told to "think of something no one else will think of", student will write a paragraph which explains a new, unusual way in which the item could be used.	Teacher judgment on originality.
Elaboration		Student will embellish ideas.	Given the same object as in #1 and the paragraph he wrote in #3, student will sketch/construct the object and its new use with many colorful details.	Teacher judgment on amount of elaboration.
Improving (Fluency, Flexibility Originality and Elaboration)	Social Studies Science	Student will list improvements and existing structure.	After visiting and observing a local park, student will sketch a site within that park, list many different ideas for improving that site and add original and elaborate structural improvement for the site on the drawing.	Teacher judgment.

ANNUAL GOAL: Student will develop problem-solving skills.

DOMAIN

COGNITIVE

THEODORE DAVIS
BUCKS COUNTY I.U. #22
IEP DEVELOPMENT PROJECT

SKILL	AREA OF INSTRUCTION	SHORT-TERM OBJECTIVE	EVALUATION PROCEDURES	CRITERIA
Defining problem	Science	Student will define a problem.	After selecting a scientific topic, student will write one problem and list its subparts.	Teacher Judgment
Gathering Data		Student will collect and organize data on the problem.	After doing research in the library, student will list data from three separate sources on index cards and write an outline of the data.	Teacher Judgment
Making hypothesis		Student will formulate an hypothesis.	After analyzing the collected data and listing several questions, student will select one question that may lead to a valid solution.	Teacher Judgment
Testing hypothesis		Student will test the hypothesis.	After designing an appropriate experiment, student will use scientific tools and techniques to either substantiate or negate the hypothesis.	Teacher Judgment
Solving problem		Student will interpret test data and draw conclusions.	After comparing the test results, student will make logical inferences and write a summary of the findings.	Teacher Judgment

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ANNUAL GOAL: Student will develop self-awareness

DOMAIN

AFFECTIVE

THEODORE DAVIS
BUCKS COUNTY I.U. #22
IEP DEVELOPMENT PROJECT

SKILL	AREA OF INSTRUCTION	SHORT-TERM OBJECTIVE	EVALUATION PROCEDURES	CRITERIA
Self-image	All	Student will describe his personality.	Given a checklist of personal qualities, student will mark those qualities which describe him accurately.	Teacher/student agreement.
Sense of conscience		Student will demonstrate a sense of conscience in daily events.	Before criticizing another's presentation, student will list several options for the manner in which the comments will be made and select one method to use.	Teacher judgment
Sense of reality		Student will distinguish reality from fantasy.	Given two passages, one an ancient Greek myth on changes in nature, and one a scientific description of the same natural processes, student will circle the words, ideas, and structure in each which indicate the difference between real descriptions and mythical descriptions.	Teacher judgment
Self-acceptance		Student will accept his giftedness.	Given the topic "What makes me special", student will write several paragraphs that summarize his positive feelings about his own gifts and talents.	Teacher/student agreement

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ANNUAL GOAL: Student will develop self-awareness

DOMAIN

AFFECTIVE

THEODORE DAVIS
BUCKS COUNTY I.U. #22
IEP DEVELOPMENT PROJECT

SKILL	AREA OF INSTRUCTION	SHORT-TERM OBJECTIVE	EVALUATION PROCEDURES	CRITERIA
Concentration on task	Study skills	Student will apply powers to concentration on tasks.	Working alone during class discussion, student will complete written exercises.	Teacher judgment
Following directions		Student will follow oral directions.	After listening to directions for an activity, student will write down the key points, complete the task, and then recheck his notes to see if instructions were followed.	Teacher judgment
		Student will follow written directions.	After reading a set of written instructions, student will ask questions before beginning task, complete the task, and then note which instructions were not followed, if any.	Teacher judgment
Independent working		Student will construct an effective schedule for studying and use it.	Using a teacher-devised calendar form, student will write a weekly study schedule for school and home, follow it for one week, and orally report on its effectiveness.	Teacher/Student Agreement
		Student will organize his own research activities.	Working alone on a topic of interest, student will write a sequential list of steps he will follow in gathering information and completing task.	Teacher/Student Agreement
		Student will prepare an organized oral presentation.	Working alone on a topic of interest, student will locate appropriate information in the library, take notes on index cards, and deliver a speech to the class using those cards.	Teacher judgment and group discussion of speech.
Receiving rules	All	Student will accept and follow simple rules	Given a set of regulations for a classroom event, student will comply with those regulations.	Teacher judgment

APPENDIX C-8
PROJECT DESCRIPTION

Student's Name_____School_____Home Phone_____

Mentor's Name_____Work Phone_____Home Phone_____

Describe your project_____

_____

What will you learn by completing the project?_____

_____

_____

_____

What are the specific activities or steps that will lead to completion of the project?_____

_____

_____

_____

_____

_____

_____

If you project includes activities that take place outside the regular classroom, indicate the location._____

_____

What special materials will you need?_____

_____

_____

As part of your project you should produce something tangible - a written report, work of art, composition, computer program, etc. What will be your product?

_____

_____

_____

What help will you want from a mentor?_____

_____

_____

_____

_____

How will you share what you learned with other students?_____

_____

_____

_____

How will your project be evaluated?_____

_____

_____

Starting date of project_____

Ending date of project_____

RAPID CITY AREA SHCOOLS GIFTED STUDENT PROGRAM

QUESTIONNAIRE FOR STUDENT

Name_____Age_____

Grade_____School_____

1. What are your special interests?

_____

_____

2. What do you like to do in your free time?

_____

_____

3. If you like to read, name some of your favorite books.

_____

_____

4. What are your favorite subjects in school?

_____

5. What plans do you have for the future?

_____

_____

6. What qualities in a teacher do you admire?

_____

_____

7. What changes would you like to make in your school program? (For example, what topics or subjects would you like to study? Are there special projects you would like to work on?)

_____

_____

_____

_____

Below are some possible learning activities appropriate for gifted students. Please check the activities you might like to do.

Independent Work

_____Studying new material on your own
_____Working on a project you have planned yourself
_____Reading a book that tells more about what you are studying
_____Doing research in the library
_____Other (Specify)_____

One to One

_____Helping another student with his/her work
_____Working with a student or adult who knows more about a subject than you do
_____Other (Specify)

Small Group Work

_____Working with other students on a project
_____Discussing a topic with a small group of students
_____Working with a small group to evaluate the work of another students
_____Other (Specify)_____

All-Group Instruction

_____Listening to the teacher present new material
_____Listening to other students present information to the class
_____Participating in class discussions
_____Listening to a guest speaker
_____Watching a film or filmstrip
_____Other (Specify)_____

Presenting to the Class

_____Working on your own to make a presentation to the class
_____Working with a small group to make a class presentation
_____Dramatizing a historical event
_____Being a member of a panel that discusses a certain topic
_____Other (Specify)

RAPID CITY AREA SCHOOLS GIFTED STUDENT PROGRAM

QUESTIONNAIRE FOR PARENTS

_____ is being considered for a gifted student program.
Student's Name

Please take a few minutes to answer the following questions. The information you give will be helpful to those who plan the educational program for your daughter or son.

1. What special qualities suggest that he/she is gifted?_____

_____

_____

_____

2. What are his/her interests?_____

_____

_____

3. Describe his/her relationship with others._____

_____

_____

4. What kind of teacher would work best with this student?_____

_____

_____

5. Describe any special problems or needs._____

_____

_____

6. Other Comments_____

_____

_____

_____

_____ _____
DATE SIGNATURE OF PARENT

RAPID CITY AREA SCHOOLS GIFTED STUDENT PROGRAM

QUESTIONNAIRE FOR TEACHERS

Student_____ Teacher_____

Building_____ Date_____

1. Student's Level of Achievement:

	Below Grade Level	At Grade Level	Above Grade Level
Reading			
English			
Math			
Science			
Social Studies			
Fine Arts			

2. Indications of Giftedness_____

3. Attitude Toward School_____

4. Imagination and Creativity_____

5. Leadership Skills_____

6. Social Skills_____

7. Ability to Organize Work and Time_____

8. Ability to Work Independently_____

9. Special Interests_____

10. Other Comments_____

PARENT QUESTIONNAIRE

RAPID CITY AREA SCHOOLS TAG PROGRAM

Information provided on this questionnaire will be used by school staff in the writing of your child's individual educational program.

Student's name_____Grade____School_____Date_____

1. What are your expectations for your child?

2. What are your child's expectations for himself/herself?

3. How do you encourage your child?

4. What are his/her special interests and talents?

5. What responsibilities does he/she have outside the school?

6. Describe fears or feelings of inadequacy he/she may have.

7. What are you doing at home to enhance the development of your child?

8. What do you want your child to gain from the TAG program?

APPENDIX D: INSERVICE

D-1. Inservice Training Checklist

D-2. Inservice Training Model

APPENDIX D-1

INSERVICE TRAINING CHECKLIST

PROCESS	CURRENT LEVEL OF KNOWLEDGE	NEED MORE TRAINING	CAN TRAIN OTHERS
Know which district staff member to contact to get support services.	5 4 3 2 1 high low	___ ___ yes no	___ check ( )
Know how to fulfill due process procedures (i.e., send out notices, obtain signatures, timelines, etc.)	5 4 3 2 1	___ ___	___
Know how to use referral forms.	5 4 3 2 1	___ ___	___
Know how to work with community agencies/persons if necessary.	5 4 3 2 1	___ ___	___
IDENTIFICATION			
Conduct a screening or referral system to identify potential gifted children.	5 4 3 2 1	___ ___	___
ASSESSMENT			
Know how to utilize informal classroom observation techniques.	5 4 3 2 1	___ ___	___
Can administer informal inventories of academic skills.	5 4 3 2 1	___ ___	___
Can assess "readiness" skills	5 4 3 2 1	___ ___	___
Can determine reading levels.	5 4 3 2 1	___ ___	___
Can determine level of academic performance	5 4 3 2 1	___ ___	___
Can interview parents.	5 4 3 2 1	___ ___	___
Can assess social/emotional problems in learning.	5 4 3 2 1	___ ___	___
Can assess cultural factors influencing students' learning problems.	5 4 3 2 1	___ ___	___
Can perceive and record behavioral patterns in classroom observation.	5 4 3 2 1	___ ___	___
Can identify and record significant educational and affective behaviors in classroom observation.	5 4 3 2 1	___ ___	___

ASSESSMENT (cont.)	CURRENT LEVEL OF KNOWLEDGE	NEED MORE TRAINING	CAN TRAIN OTHERS
Can develop a behavioral information summary.	5 4 3 2 1	___	___
Can identify needed resources (time, space, materials).	5 4 3 2 1	___	___
Can develop learning styles profile of student.	5 4 3 2 1	___	___
Can select appropriate instructional strategies.	5 4 3 2 1	___	___
INSTRUCTIONAL PLANNING			
Can organize informal assessment data for study of child's needs into recommendations for an educational program.	5 4 3 2 1	___	___
Can apply theories of learning (Bloom, Guilford) to learning activities applicable to gifted.	5 4 3 2 1	___	___
Can write behavioral objectives.	5 4 3 2 1	___	___
Can set up and document behavior modification program.	5 4 3 2 1	___	___
Can discuss alternative remediation strategies.	5 4 3 2 1	___	___
Can plan and sequence activities for a particular child.	5 4 3 2 1	___	___
IMPLEMENTATION			
Can implement an individual program for each student based on written plan.	5 4 3 2 1	___	___
EVALUATION AND REASSESSMENT			
Know how to determine progress and success of student's educational program.	5 4 3 2 1	___	___
Know how to modify instructional plan and program if necessary.	5 4 3 2 1	___	___

CONSULTATION	CURRENT LEVEL OF KNOWLEDGE	NEED MORE TRAINING	CAN TRAIN OTHERS
Can demonstrate appropriate listening skills.	5 4 3 2 1	___	___
Use of clarifying and information-gathering questions.	5 4 3 2 1	___	___
Use of non-judgmental, non-punitive responses.	5 4 3 2 1	___	___
Can use problem-solving/conflict-resolution skills.	5 4 3 2 1	___	___
Ability to conduct parent conferences and counseling sessions for students.	5 4 3 2 1	___	___
COORDINATION			
Can establish communication and coordination with support personnel, agencies, parent, etc., and keep appropriate records of key persons and contacts made.	5 4 3 2 1	___	___
ADMINISTRATION AND MANAGEMENT			
Can establish necessary record-keeping system to include:	5 4 3 2 1	___	___
Minutes of placement committee meetings Records of available resources and materials in district Pupil files with necessary forms			
Can conduct needs assessment.	5 4 3 2 1	___	___
Can select inservice based on the results of needs assessment.	5 4 3 2 1	___	___

If you have training/retraining needs which are not represented on this form, please write them below:

_____

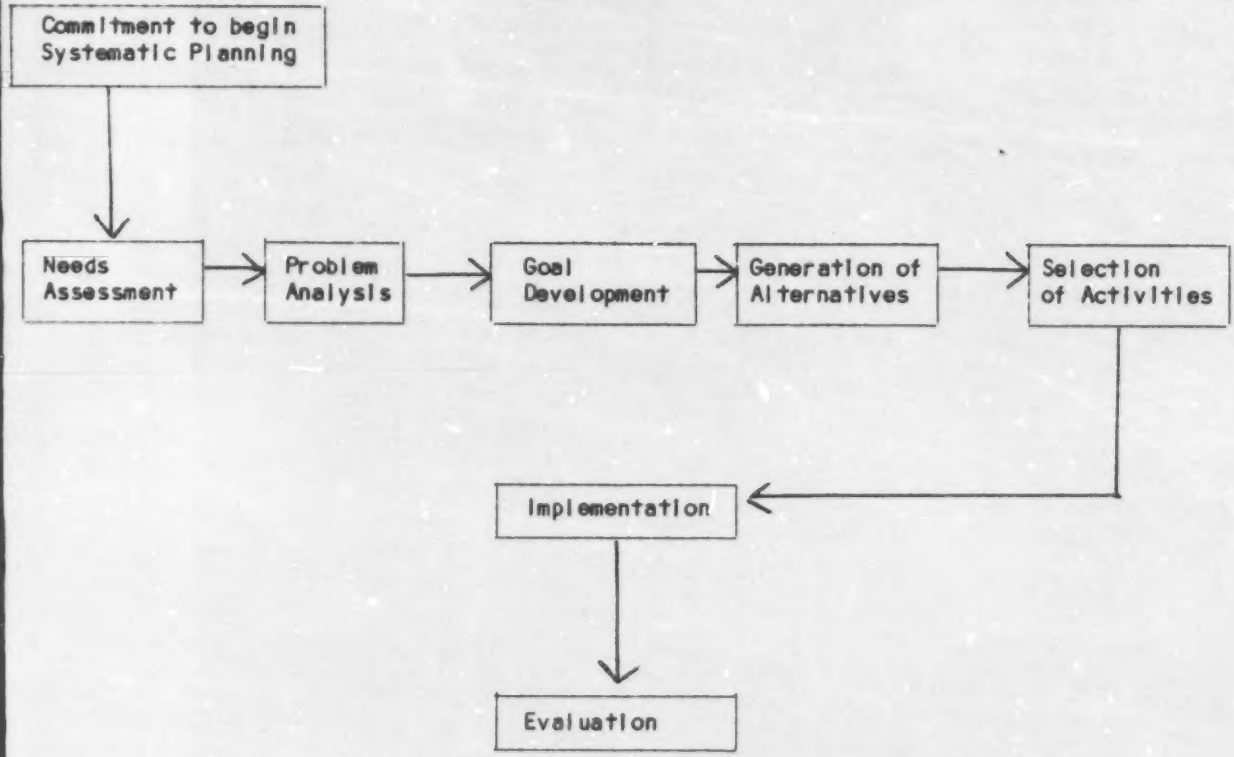
_____

_____

_____

APPENDIX D-2

INSERVICE PLANNING MODEL



APPENDIX E: PARENT/COMMUNITY INVOLVEMENT

E-1. Let's Dispel Some Myths About Gifted

E-2. Ideas for Parents

E-3. It's As Easy as ABC!

APPENDIX E-1
Let's Dispel Some Myths About Gifted

(The Nueva Learning Center in Hillsborough, California, has compiled an interesting list of "myths" about gifted students. It's because of these myths that we often talk about gifted students as the neglected minority.)

* There are no gifted children.

  The Office of Education conducted a study some five years ago in which they found 58 percent of some 1,800 school superintendents indicating there were no gifted students in their districts -- even when the superintendents were encouraged to make up their own criteria for identification.

* Gifted children are white, middle class youngsters.

  Gifted children are found in all ethnic, cultural, and/or religious groups, and they are included in all socio-economic classifications.

* Intelligence tests successfully identify gifted children.

  The tests appear to be culturally biased in a negative direction. Intelligence tests can vary appreciably over time. Moreover, intelligence tests can hardly be used to determine characteristics of creativity, artistic or musical ability, or leadership potential.

* Gifted students will survive in spite of schools and teachers.

  Special children, such as handicapped, bilingual, and underprivileged need special attention. So it is, as well, with gifted students. The equal treatment of unequals is unequal.

* Students gifted in one area are gifted in all areas.

  Frequently we have identified and worked with students who have been accomplished classical pianists, but poor mathematicians. Some very able artists are poor spellers; and so the story goes.

* Gifted students need a particular type of learning environment.

  Different students have different learning styles. The school environment needs to match the life-style of the family as well as the learning style of the child. Some students need an "open" environment.

* Gifted students have no emotional difficulties.

Being especially gifted is often a problem in itself, especially in a setting where learning isn't considered a high-priority value. Nearly always, special attention is needed to assist with the development of positive self-esteem.

* Teachers need no special preparation to work with the gifted.

Few teachers received any special preparation for their work with gifted students. Specialized instructional strategies are needed for these youngsters.

* Basic skills can be ignored.

Even though many gifted children enter school reading, unless special attention is given to the fundamentals of the 3Rs, there is a good possibility a leveling effect in the academics will occur about the fifth grade level.

* Gifted students have no learning disabilities.

As with other school-age children, learning disabilities are frequently identified. Often this is even more frustrating to gifted students, because they are so quick in many other areas.

* Grade-level acceleration of gifted students is the best approach for meeting their needs.

Occasionally a student may find advantages in being advanced by grade-level acceleration. Alternate arrangements include content-acceleration, enrichment, special grouping plans, and independent study.

* Parents of gifted students understand their children.

Frequently parents will seek assistance in learning how to interact effectively with their own children. Parent education classes are often useful in this regard.

* Teachers can readily identify gifted students.

Historically teachers have been unable to identify gifted children with very much precision. Often the gifted child is a "bother" in many classes--answering questions before other students have the opportunity, innundating the teacher with "whys" and completing the assigned work much in advance of the other students. Often gifted students are considered behavior problems. Many hide their giftedness from teachers and peers.

The authors go on to say, "The myths could be extended; suffice it here to suggest the challenge for eliminating the myths is a great one. At a time when our natural resources are scarce, including that natural resource called gifted children, we have a job to do not only for the students but for ourselves and our country. If we aren't a part of the solution, we'll continue to be a part of the problem."

(from: Acknowledging the Myths About the Gifted/Talented by James L. Olivero)

"It is not enough to have a good mind.
The main thing is to use it well."

Rene Descartes

APPENDIX E-2
Ideas for Parents

Below are helpful ideas for parents interested in stimulating their children's learning:

* Create situations in which conversation is likely to occur.

* Ask children questions which require more than "yes" or "no" or "I don't know".

* Be willing to let a child express himself/herself on the subjects that interest him/her.

* Play word games, spelling bees.

* Try to find ways to place your child in the company of older adults who are good talkers.

* Consider the possibility that there is a priceless by-product of reading to a young child.

* Read <u>to</u> children at first and <u>with</u> the children later, but read together often.

* Seek opportunities to read aloud to your child.

* Show delight in learning a new word.

* If parents read, kids will.

* Be interested in anything the child writes.

* Demonstrate an interest in your child's homework.

* Your home should have a reference library (World Almanac, Dictionary, Maps, Encyclopedia, etc.).

* Institute open dictionary policy.

* Visit the library frequently.

* Keep fun reading material in the house.

* Subscribe to periodicals and newspapers.

* Talk about political cartoons.

* Allow child to stay up 30 minutes after "lights out" if he/she is reading in bed.

* Encourage watching "quality" TV programs, not "quantity".

APPENDIX E-3
It's As Easy As ABC!

Suggestions for Parenting the Gifted
by Rosemary Gladieux

A. Give them your love. Remember, they are still children. They need assurance, encouragement - controls and discipline.

B. Help them to perform tasks themselves - to count, tell time, use correct vocabulary and pronunciation. Help them locate themselves and become familiar with their local surroundings, their neighborhood and their city.

C. Encourage them to assume responsibility for their own actions - put away what they get out, pick up what they spill, give and take messages accurately.

D. Read to your children. Early verbal expression, music, art, poetry and reading are valuable beyond measure.

E. We retain more strongly what we learn in our youth. Therefore, answer all questions accurately and honestly to the depth required.

F. Encourage a healthy body. Let them learn to play ball, swim, ride a bike, and develop good physical motor ability skills.

G. Children need one or two good friends. Playmates with similar interests or capabilities are advocated, but not to the exclusion of all others.

H. Parents must take the initiative in taking children to museums, art galleries, educational institutions, historical places, etc. Open their world to encompass as many and varied experiences as possible.

I. Become familiar with your nearest public library. Help your child locate good books in the areas in which he expresses interest. Magazines, encyclopedias, charts, etc. play an important role.

J. Avoid "pushing" a child to read. Avoid "exhibiting" the child before others. There is a difference between pushing and intellectual stimulation.

K. If you can, give the child the advantage of private lessons in some skills in which she/he expresses an interest, or excels.

L. Avoid, however, overstructuring their lives. Children need time to be alone, to rely on their own ingenuity, to choose what they want to do, and to contemplate or to daydream as the mood strikes. They cannot be expected to perform at top capacity at all times.

M. A quiet talk alone with the child should help, when there is a disciplinary lapse. These children are much more amenable to rational

argument and though usually strong-willed, have a well-developed sense of duty.

O. Offer them choices. Encourage the ability to make decisions.

P. Take time to be with them. Listen to what they have to say. Discuss their ideas. It isn't as much what you do for them, as what you do with them.

Q. Provide challenging things to do. Be as innovative and creative as you can, especially in the areas of their current interest. Expand those interests and open new horizons.

R. Encourage common courtesy, and the respect for the rights of others. Giftedness is no excuse for bad manners. (Know our own rights and where others' rights begin!)

S. Be a worthy example yourself. Try to find worthy adult figures of both sexes for the child to know.

T. Do not demean others in your child's presence - especially their teacher. It is a learning experience to learn to cope with many personalities. Remember, too, teacher and parent should have common goals. They may employ different methods to achieve them.

U. Show your child better ways of phrasing a question of making a suggestion if needed. How much more receptive people are to: "Would this be a good idea...;" Rather than to: "That's a dumb idea. I have a better one!"

V. Encourage your child to use their talents, creativity and special abilities. Find someone competent in that specific field in which your child shows interest or unusual promise, and usually, they will be glad to offer suggestions and guidance. (We all like someone who is interested in what we are!)

W. Respect the child and their knowledge. Be open-minded and ready to listen. The day will come when their knowledge far exceeds your own, in some areas.

X. Attend workshops on the gifted. Keep abreast of your child's progress. Keep them challenged and stimulated as you can. Learning should be fun!

Y. Keep a level-head and a sense of humor. Though your child is smart, there is always someone smarter. Remember, everyone is a genius at something. Perhaps it's in getting along with people. That's really a useful talent! Do not put undue emphasis on giftedness, especially within the child's presence. Remember the physical, social and emotional aspects of a child's development are important, too.

Z. Appreciate the satisfaction of knowing you are doing your best, although the joys of excellence are tempered by frustrations with the school system, lack of understanding by many, and the fact that these children will keep you busier than you could ever imagine!

(Rosemary Gladieux has based this article "How to Help Your Gifted Child" September/October, 1981 G/C/T on "my own twenty years' experience with gifted children" - her own, who range in age from eight to twenty-three. Mrs. Gladieux is Secretary/Treasurer of the Fort Wayne, Indiana Association for Gifted and Talented.)

APPENDIX F: EVALUATION

F-1. Student Evaluation of Elementary Program for the Gifted

F-2. Educator Evaluation of Program for Gifted Students

F-3. Parent Evaluation of Programs for Gifted Students

F-4. Teacher of the Gifted Questionnaire

F-5. Program for Gifted Student Questionnaire

F-6. Program for Gifted Parent Questionnaire

F-7. Student Questionnaire for the Advanced Learning Potential Program

F-8. Special Education Compliance Monitoring: Programs for Gifted.

APPENDIX F-1

STUDENT EVALUATION OF ELEMENTARY PROGRAM FOR THE GIFTED

To the students in the program for the gifted:

You have completed at least a half-year in the program for gifted. Your answers to the following questions will be of help in determining what has been accomplished.

School	Grade	Student's Name (Optional)

1. Check the items that you think tell part of the purpose of the program for the gifted.

- ____ using your imagination
- ____ memorizing facts
- ____ having fun
- ____ expressing your own views and feelings
- ____ getting out of your regular class
- ____ learning how to think harder and better
- ____ sharing your ideas
- ____ listening to the ideas of others
- ____ disciplining your mind
- ____ being creative
- ____ finding the correct answer to questions
- ____ thinking in a different way
- ____ thinking of new ways of doing familiar things

If something has not been mentioned that is part of the purpose of the program, add it here.

_____
_____
_____
_____

2. Check the column that best tells how you <u>feel</u> about the program.

	Often	Occasionally	Never
My participation in the program has --			
A. added to my homework load.	____	____	____
B. helped me perform better in my regular classwork.	____	____	____
C. interfered with my regular classwork.	____	____	____
D. caused trouble between my friends and me.	____	____	____
E. helps me get along better with people.	____	____	____
F. made me more curious.	____	____	____
G. made me more imaginative.	____	____	____
H. made me more logical.	____	____	____
I. made me more sensitive to others.	____	____	____
J. improved my sense of responsibility.	____	____	____
K. made me think about my own future.	____	____	____

3. Check the items that you would like to see changed in the program for the gifted.

_____Schedule _____Teacher _____Activities
Explain:

APPENDIX F-2

EDUCATOR EVALUATION OF PROGRAMS FOR GIFTED STUDENTS

Dear Administrators and Teachers:

Your answers to the following questions will be of help to us in determining the overall effects and efficiency of the program. Thank you for your cooperation.

Sincerely,

Teachers of the Gifted

_____ _____

_____

_____ _____ _____

School Position Name

1. I feel that the program for the gifted at my school has been

   _____positive _____negative _____neutral

2. The gifted students' attitudes in my school/class have been

   _____positive _____negative _____neutral

3. In general I feel that the children benefited from their participation in the program

   _____positive _____negative _____neutral

4. Before the program started my own attitude was

   _____positive _____negative _____neutral

5. Now my attitude is

   _____positive _____negative _____neutral

6. I have visited the program for the gifted

   _____often _____sometimes _____never

7. I have used ideas suggested by the teacher of the program for the gifted

   _____often _____sometimes _____never

8. My recommendations for the program for the gifted are:

APPENDIX F-3

PARENT EVALUATION OF PROGRAMS FOR GIFTED STUDENTS

Dear Parents:

Your son/daughter has participated at least half a year in the program for the gifted. Your answers to the following questions will be of help in determining that overall effects and efficiency of the program.

Thank you for your cooperation.

Sincerely,

Teachers of the Gifted

_____

_____

School	Grade of son/ daughter	Parents' Name (Optional)

	Often	Occasionally	Never
1. Our son/daughter			
a. discusses the program with us at home.	____	____	____
b. speaks favorably when discussing the program.	____	____	____
c. speaks negatively when discussing the program.	____	____	____
2. The program			
a. appears to have created academic pressure.	____	____	____
b. appears to have stimulated him/her to do better work	____	____	____
c. appears to interfere with his/ her regular work.	____	____	____

3. Do you feel that your youngster's attitude toward school in general has been affected by his/her participation in the program? Please explain in what ways.

4. What is your personal opinion of the program as it relates to your child? Has it had a positive, negative, or neutral effect on his/her self-image?

APPENDIX F-4

TEACHER OF THE GIFTED QUESTIONNAIRE

PLEASE HAVE ONLY THOSE TEACHERS INVOLVED IN A PROGRAM FOR THE GIFTED FILL OUT THIS QUESTIONNAIRE.

SCHOOL_____

1. With what program are you involved?_____

2. Does the program operate

   _____regularly in a classroom situation

   _____independent basis

   _____irregularly

   _____other, specify_____

3. List types and dates of workshops you have attended that pertain to this program.

   _____

   _____

   _____

4. How were children selected for the program?

   _____Teacher nomination

   _____Academic achievement

   _____IQ scores

   _____Other, please list: _____.

5. How do <u>you</u> think children should be selected?

   _____Teacher nomination

   _____Academic achievement

   _____IQ scores

   _____Other, please list: _____.

6. List materials used in the program._____

_____

_____

7. How were these materials acquired?

_____Regular budget

_____Program for Gifted

_____PTA

_____Other

_____Don't know

8. List materials or other aids you need to better this program.

_____

9. Please identify what you perceive to be the strongest aspect of this program.

_____

10. What do you perceive to be its chief weakness(es)?_____

11. Do you think this program should be extended to other classrooms in your building?

_____Yes _____No

12. List changes you would make in this program if you could._____

_____

13. Do you feel this program should be continued next year?

_____Yes _____No

If no, please state your reasons_____

_____

_____

APPENDIX F-5

PROGRAM FOR GIFTED STUDENT QUESTIONNAIRE

To children participating in the program for gifted:

Child's Name_____

School_____

Program for Gifted Enrolled In_____

1. What is the name of the special program you are in?_____

_____

2. How were you chosen for this program? (See the next page)

_____

3. How often does this class meet?

_____Everyday

_____Several times a week: state days and times_____.

_____Once in a while: state when and for how long_____.

4. What do you do in this class that is different from your other classes?

_____

5. Tell what you especially like about this class?_____

_____

6. What would you change about this class if you could?_____

_____

7. What things do you do in this class that you would like to do in your other classes during the day?_____

_____

8. What things do you do in your other classes that you wish you could do in this class?_____

_____

9. Would you like this class to be continued next year?

Yes_____ No_____ Why?_____ Why not?___

10. How do you think you were chosen for this program?

_____Teacher invited me.

_____I said I was interested in it.

_____I can work well independently.

_____I can read well.

_____I'm one of the smartest people in my class.

_____My name was drawn out of a hat.

_____My parents wanted me to participate.

_____I was in it last year.

_____My whole class participates.

_____I don't know.

APPENDIX F-6

PROGRAM FOR GIFTED PARENT QUESTIONNAIRE

Parent's Name_____

Name of Child_____

Grade of Child_____School_____

1. How did you learn your child was in the program for gifted?

   _____Principal

   _____Teacher

   _____Child

   _____Letter sent home

   _____This questionnaire

   _____Notified at meeting for parents of gifted

   _____Not informed

2. Did you know prior to your child's selection for this program that your child was gifted?

   _____Yes _____No

3. Does your child talk to you about the program in which he/she is participating?

   _____Yes _____No

4. How do you perceive your child is responding to this program?

   _____Is enthusiastic

   _____Accepts without enthusiasm

   _____Comments favorably

   _____Comments unfavorably

5. Do you favor the continuation of this program?

   _____Yes

   _____No

   _____Don't care

   _____No response

6. Do you favor the establishment of additional special opportunities for your gifted child?

_____Yes

_____No

_____Don't care

_____No response

Your comments:_____

_____

_____

_____

Year_____

APPENDIX F-7

Student Questionnaire
for the
ALP-Advanced Learning Potential
Program

Student's Age:_____
Grade Placement:_____
School:_____
Number of months/years in the program:_____
Special program worked on this year:_____

Directions: Circle the letter(s) below that best describes how you feel about the questions.

Placement

1. What is ALP - Advanced Learning Potential Program?_____

_____

_____

2. Did you understand why you were selected to receive special programming in the ALP program?
   a) Yes, I understood.
   b) Yes, but it wasn't clear.
   c) No, I didn't understand.

3. What type of special programming did you expect?_____

_____

_____

4. What type of special programming would you like?_____

_____

_____

5. Was the special programming worthwhile that you worked on?
   a) Yes, it was, but I would have liked more time.
   b) Yes, it was worth the time.
   c) No, it wasn't worth the time.
   d) Yes, but it took too much time.

6. Have you maintained your grades while working on special programming?
   a) Yes, I have maintained my grades.
   b) Yes, I have maintained my grades and improved my grades.
   c) No, my grades have fallen.

Peer Relationship

1. Has being in the ALP program affected your relationship with other students?
   a) Yes, they treat me better.
   b) Yes, they give me a hard time.
   c) No, there hasn't been any change.

Teacher Relationship

1. Was it easy for you to talk to your mentor (tutor) or special program teacher?
   a) Yes, it was easy for me to talk to him/her.
   b) No, it was hard to talk to him/her.

2. Do you feel the special program teacher sees you enough?
   a) Yes, about the right amount of time.
   b) No, it is not enough time.
   c) The teacher sees me too often.

3. Has being in the ALP program affected your relationship with your classroom teacher(s)?
   a) Yes, they treat me better.
   b) Yes, they treat me worse.
   c) There is no difference.

4. Has being in the ALP program affected your relationship with your principal?
   a) Yes, the principal treats me better.
   b) Yes, the principal treats me worse.
   c) There is no difference.

Self-Concept

1. What was your attitude towards school before you received special programming?
   a) I liked it.
   b) I liked it, but I was bored.
   c) I didn't like school.

2. Has your attitude toward school changed since you have had special programming?
   a) Yes, I like it better.
   b) It is the same.
   c) Yes, I dislike it more.

3. How do you see yourself as a student?
   a) Excellent student, I do outstanding work.
   b) Good student, but I could do better.
   c) Poor student, but I try hard.

4. How hard do you work on your school work compared to other students?
   a) About the same.
   b) Much harder.
   c) Not as hard as they do.

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5. Are you organized and using good study skills?
   a) Yes, I am organized and using good study skills.
   b) Yes, but I could be more organized and have better study skills.
   c) I am not organized and not using good study skills.

APPENDIX F-8

SPECIAL EDUCATION COMPLIANCE MONITORING

PROGRAMS FOR GIFTED

District_____ Monitor_____ Date_____

KEY FEATURE: PLANNING

Requirements	Yes	No	Compliance Indicators	Comments
1. The district has a designee to indicate planning			Name on file	
2. There is a functioning planning committee with broad-based membership.			- Review minutes of committee meetings. - Verify that committee membership includes students, parents of regular classroom students, parents of gifted students, administrators, elementary and secondary teachers, counselor, Board of Education, community persons, teachers of special education, teachers in resource rooms for the gifted.	
3. A comprehensive assessment of the district's needs and resources was planned and conducted.			- Obtain a copy of the instrument. - Obtain a summary of the compiled results.	
4. The district has a written philosophy for the program.			- Obtain a copy of the philosophy.	
5. The district has a listing of program goals and objectives based upon the needs assessment.			- Obtain a copy of the goals and objectives. - Match the goals and objectives to the needs assessment.	

Requirements	Yes	No	Compliance Indicators	Comments
6. The district has a written plan for addressing education for gifted based upon national norms or local norms.			- Verify that the plan encompasses the required areas of: 1. General Intellectual Ability 2. Specific Academic Aptitude - The plan encompasses the optional areas of: 1. Creative and Productive Thinking 2. Leadership	
7. The district publishes annually in their official newspaper a description of the program for gifted including the steps required to allow provision of services to the child.			- A copy of the newspaper article from each applicable year.	
KEY FEATURE: IDENTIFICATION INCLUDING SCREENING, REFERRAL, EVALUATION, PLACEMENT				
1. The district has an established identification procedure including screening referral, evaluation and placement.			- A copy of the identification procedure will be obtained. - Verify that the procedure must include the specifics of how screening for a minimum of all children above the 97th percentile in general intellectual ability and specific academic aptitude will be done including the instruments to be used and who will administer them.	

Requirements	Yes	No	Compliance Indicators	Comments
			- The procedure may include the specific of how screening will be done for leadership ability and creative and productive thinking including the instruments to be used and who will administer them. - Verify that the procedure includes how parents will be notified of screening results, and due process rights, the process of referral, permission for evaluation, conducting the multi-faceted evaluation, and placement if a need is identified. - If a district chooses to establish local norms documentation shall be obtained and reviewed. - Obtain a list of all students screened in the program. - Obtain a list of all students referred for possible inclusion in a program for the gifted.	
2. The identification process is part of the total special education child find effort in the district.			- Obtain written documentation clearly showing designation of a staff member as responsible for finding gifted students in grades 1-12. - Obtain a statement of how the district will identify/certify students as gifted including specific criteria to be employed in the process of determining the needs of the students.	

Requirements	Yes	No	Compliance Indicators	Comments
			- Obtain a written list of certified students (December 1 SSE-1 Count). - Obtain documentation via an IEP that the students are certified for special assistance based upon identified needs by a placement committee. - Verify that identification is based upon a multi-faceted evaluation that includes non-discriminatory identification procedures that take into account a) Underachievers b) Culturally Different c) Economically Disadvantaged d) Handicapped	
	KEY FEATURE: CURRICULUM			
1. The curriculum for each certified gifted student as reflected on his/her IEP is consistent with the district program goals and objectives. 2. The curriculum for each certified gifted student as reflected on his/her I.E.P. is consistent with their identified needs.			- Compare the IEP with the districts program goals and objectives. - Obtain a copy of the I.E.P. - Compare the IEP alternatives with the identified needs.	

Requirements	Yes	No	Compliance Indicators	Comments
3. The curriculum for each certified gifted student as reflected on his/her I.E.P. is differentiated in nature.			- Obtain a copy of the IEP. - Verify that the IEP contains options for content, processes, products, and learning environments that vary in scope and difficulty from the regular curriculum of other students of similar age/grade level. - Verify that the Least Restrictive Environment is considered for each IEP goal and objective. - Verify that the district program is on an implementation schedule if not fully operational at all grade levels. - Verify that the IEP meets cognitive and affective needs of students. - Verify that the placement committee membership includes a person certified and knowledgeable in education of the gifted.	
KEY FEATURE: STAFF DEVELOPMENT				
1. The district program has a statement demonstrating commitment toward continual upgrading of all staff in the area of education for the gifted.			- Obtain written documentation to verify a mandatory minimum number of clock hours of inservice in the field of education for the gifted is included for all educators in the district's inservice education and staff development plan developed pursuant to 24:03:02:06:01(7).	

Requirements	Yes	No	Compliance Indicators	Comments
			- Obtain a copy of each year's schedules/agendas documenting inservice sessions held, duration of the training, who conducted the training sessions, and the topics on which inservice was delivered.	
2. The district's inservice program is based upon a needs assessment conducted at least annually.			- Obtain a copy of the needs assessment instrument and a copy of the prioritized results for each year of the plan approval period. - Compare the inservice program topics with the identified inservice needs to verify compatibility. - Verify that all staff have input into the design of the inservice program. - Verify that choices for inservice sessions reflect the goals and objectives of the district's inservice program. - Verify that regular educators are included in all aspects of the district's inservice program. - Verify that evaluation of the district's inservice program was conducted.	

KEY FEATURE: PARENT/COMMUNITY INVOLVEMENT				
Requirements	Yes	No	Compliance Indicators	Comments
1. The district has parents involved in planning the program for gifted students.			- Obtain documentation of parental input into planning activities.	
2. The district has a procedure to make parents aware of their due process rights at appropriate times in the process of identification, placement and programming for children in need of special assistance.			- Verify that student files contain documentation that parents were advised of their due process rights.	
3. The district provides information of an awareness nature about education of the gifted to parents.			- Obtain documentation of letters, handbooks, meeting announcements or agendas to verify awareness activities.	
KEY FEATURE: PROGRAM EVALUATION OF GIFTED PROGRAM				
1. The district's gifted program description contains provision for formative evaluation procedures.			- Verify that surveys and other types of evaluation questionnaires are completed by students, parents, administrators, and teachers on a regular basis, but no less than once a year. - Verify that the results of surveys and other instruments are reflected in amendments and changes to program goals, objectives, and procedures.	
2. The district's gifted program description contains provisions for summative evaluation procedures.			- Verify that reports showing program growth and effectiveness are completed by appropriate staff on a yearly basis.	

Requirements	Yes	No	Compliance Indicators	Comments
3. Evaluation of each student's progress is completed in an annual review of the IEP.			- Verify that student IEPs are checked to document annual IEP reviews.	